

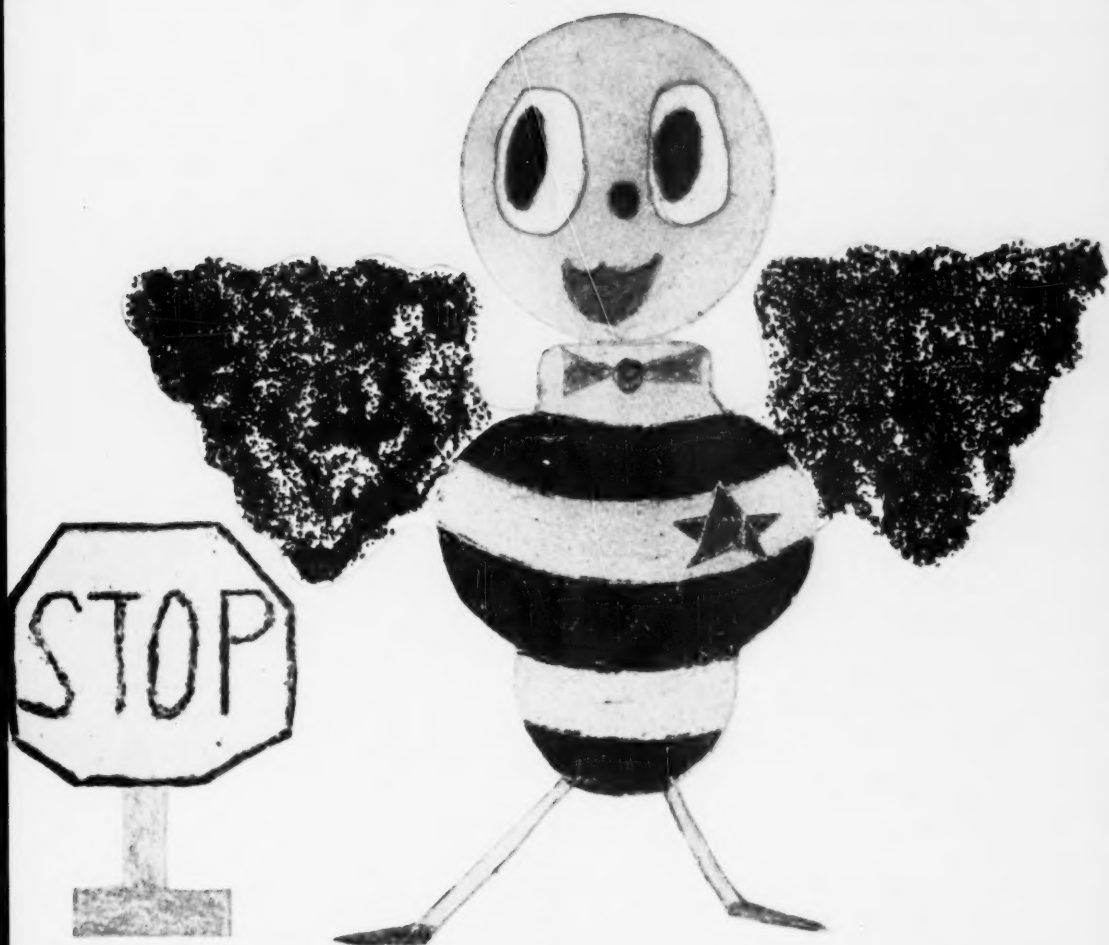
SAFETY

SEPTEMBER, 1959

Two Sections - Section One

# Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



PRIZE WINNING POSTER

## Know what you're missing?

Can't see the forest for the trees—often pretty true in this age of specialization. Apparently even some educators have the same problem. Busy, rushed and over-worked teachers and administrators have little time for reading, whether it be for pleasure or knowledge of their field. And our readers are no exception.

They tell us they usually limit their reading to articles specified for their field of interest—elementary, secondary or college.

What about—as an example—articles in the elementary listing for elementary teachers to use in their classes? Might not some of these be applicable for use on the secondary or higher education level?

Safety education programs cover a wide range of topics—obviously impossible to include in each grade level. Good ideas are missed for this reason.

We hope readers will realize this limitation—glance through ideas used in other grades and by making the projects either more challenging or simpler, apply the programs to their own needs.

## Cover has a purpose

Our cover illustration was taken from the poster shown here, made by eight year old Robert Ruppert. A third grader at Golf School, Niles Township, Ill., Robert won second place for lower grades in the Niles Township Safety Council's safety poster contest. For his poster and slogan, "Be a safety bee in your hive and help keep your friends alive," he was awarded a \$25 saving bond.



Using this cover, hold a class contest to think up original slogans for this poster. Or organize a safety poster contest. You might even intrigue the entire school into competing. The possibilities are endless—the activity exciting—and the rewards inspiring!

*nnm*

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

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# S A F E T Y

# Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIX      No. 1      Section One

Nancy Nupuf Margolis, Editor  
Robert O. Jones, Advertising Manager

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In this first of a series of articles on correlating safety teachings into the general curricula, the author discusses the difficulty of selectivity at all levels of education and says that educators must recognize and utilize —

## The Time to Impress

THERE have been only two really dramatic developments in the history of safety education—the safety patrol and driver education. That these have resulted from the hazards of vehicular traffic has placed some proscriptions on the safety education movement: schools have been too content to rely on a good safety patrol at the elementary level and a driver education program at the secondary level. Possessing these, and a good publicity program, the system was quite satisfied with itself.

The strength of these two participative activities resides in the potential that they have for developing attitudes favorable to safety. They provide strength to the safety program because they give direct response to four fundamentals of all good safety programs:

1. They provide participation;
2. They set up the means of bombarding the school population with safety "shell-fire" from real-life, constructive approaches;
3. They do build good habits; and
4. They coordinate school and community effort.

Participation is fundamental: it tends to make the individual personally responsible for his own safety and relates his own safety performance to that of all others. The development of safety consciousness serves as a continuous motivator of safety effort. Habit formation provides those essential automatic responses which prevent accident and save life in hazardous situations. The joint action of

school and community tends to cause the whole community to be participant, coordinate and cooperative. What more could one ask?

But safety education is essentially an element in human conservation. And human resources need to be conserved on the streets, in school, at home; in spring or fall, summer or winter; against the hazards of fire, water, drugs; while hunting, in sports and recreation, or at play; and on, and on! Hence, the examination of the so-called "best" safety programs or "guides" reveals countless categories and minute specifics, couched in the excessive verbiage that so frequently accompanies logical content conceived by educators and wrapped up in nice, neat packages for children.

Perhaps the prior question to be asked is: "Shall safety as such be an integral part of all subject matter and taught more or less incidentally across the board, or, shall it be formally arranged in categories of specific content, neatly analyzed and chronologically developed in terms of a total coverage plan? It is my opinion that each of these points of view must serve its own particular purpose.

It is assumed as the thesis of this statement that any natural classroom lead giving promise of the development of constructive attitudes toward safety must first, be *recognized* by the teacher and second, *used* by the teacher as the grist for safety education. The emphasis here is on *recognition of leads* and *appropriate use*. Now, to recognize leads in all areas of instruction a guide is essential. This guide serves to reveal the total coverage concerning safety at all levels of the school program.

In a sense, safety is not "usual": it cannot really be developed in a truly sequential pat-

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tern such as is customary in our concept of numbers, social studies and language. The time to impress in safety is undoubtedly at that red-hot moment which affords opportunity for expression and impression. Of course, this is true to a degree of all education. A kind of intelligent selectivity on the part of the teacher is necessary. This is one of the factors in all areas that makes modern teaching so difficult and so demanding.

It is a relatively simple matter for a school or a school system to construct a good safety guide: it is terribly difficult to *educate* for safety! This is especially true because we trust the process called schooling as though it were total education. In the community the whole cultural setting of the child exerts its influence: safety is a community concern, and a permanent one.

Take, for example, the problem of motivation, which must be considered along with attitudes, as a factor of prime importance. Is there anything more compelling than the desire of a youth to obtain the driver license at the first year of his state's legal driving age? Does the excessive heat of the motivational force at this age mean that nothing may be done prior to this? Indeed, some of the most forward looking developments in driver education are now taking place in the kindergarten—and serving the cause of general safety education as well.

How many teachers make appropriate use of the motivation of the safety patrol in a creative way in the classroom long before eligibility for patrol membership is achieved? The good classroom in the elementary school achieves some sort of classroom organization for safety, to operate at the individual class level, no matter how advanced or retarded the group, nor how young or mature. At the secondary level the problem is similar: the solution different.

It is, therefore, essential that the integration of safety persist at all times at all school levels in all situations to give the greatest possibility of the development of a general attitude toward safety,—an attitude free from the excessive fears that put a total brake on desirable actions and constructive activities. However, it is equally desirable that there be adequate coverage of the essential safety elements. But these must in the future be reduced in number to those which give the greatest potential for desirable attitude production: they cannot all be specifically accomplished.

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Actually, there are situations that demand special attention. To cite a few:

In the elementary school at the kindergarten and first year levels, education for safety is different, at least in one sense, from most other areas of educational activity. The entire gamut of safety hazards exists all at once for the beginner. The whole safety curriculum engulfs him all the time. This puts a tremendous responsibility on the elementary school. Here, indeed, content is not subject matter to be learned, but the immediate development of life saving proficiency.

Our technological development places new and increasing demands on our secondary schools of all types to develop an appropriate regard for the hazards inherent in the newest scientific developments.

Civil defense represents an activity that demands a kind of sensitivity to a wide variety of potentially traumatic circumstances.

A word should be said about "habits for safety." In this connection it is a fallacy to assume that because the children of a given school do not normally meet certain hazardous conditions they need not be trained in safety beyond their immediate needs. The "transfer" to other situations is too precarious a possibility to be assured of complete attitudinal achievement. However, immediate and local needs must come first. These ought to be determined cooperatively in terms of the local situation as well as in terms of accident facts generally. Thus, a sort of "habits for safety" priority list can be determined. The entire staff should then follow through with vigor on the development of these fundamental habits. It is suggested that: 1. they be kept at a minimum; 2. they be selected by all involved, including pupils; 3. they be enforced without exception and that, 4. the reasons for selection and enforcement be understood as nearly as possible by all.

Something remains to be stated concerning the process of curriculum development in safety education. Children are all idealists to a greater or lesser degree. When given an opportunity to express themselves in relation to safety, they will make up a notably satisfactory curriculum for themselves. If some dramatic incident gives point to their planning, all the better. Take, for example, the killing of the tiniest little puppy dog on the street last night. As the youngsters gathered to watch the death pains

# f erret out The f ailings

ANY well organized and administered school or college safety program has as a basic factor the determining of activities and conditions which can lead to accidents. By detecting these "symptoms," officials initiate measures to alter or remove the procedures or physical environment so that accidents cannot occur.

The thesis expounded by H. W. Heinrich in his basic philosophy of accident prevention is seldom questioned. As Heinrich said, "The occurrence of a preventable injury is the natural combination of a series of events and circumstances, which invariably occur in a fixed and logical order. . . . If one single factor of the entire sequence is to be selected as the most important, it would undoubtedly be the one indicated by the unsafe act of the person or the existing mechanical hazard. No preventable accident has ever occurred or ever will occur without the existence of one or both of these circumstances."

Therefore, in order to remove possible causes of accidents, it is first necessary to find them. This can be accomplished in two general ways. A review of accident reports of previous incidents will show unsafe acts or conditions which could cause accidents elsewhere. This is one of the most important reasons for maintaining accurate records of all accidents.

However, the exclusive use of reports has the weakness of predicating action on past events alone—waiting until someone is hurt or killed, or property damage is sustained, before taking preventive action. Possible physical and human causes of accidents must be found by observation based on experience—or—*inspections*.

Daniel P. Webster is staff representative, Higher Education Section, School and College Dept., National Safety Council.—Drawings courtesy of Div. of Safety, State of New York.

By Daniel P. Webster

Sleuths at schools are needed!

To detect accident causes, periodic inspections should be held on campus. The methods and many phases of an effective safety inspection for school or college are discussed here.

In most colleges and universities safety inspections are being made constantly. Some are informal. Either students will report defects, such as tripping hazards on walks, stairs and lights out on stairways, or the custodial staff will report or repair defective chairs, broken windowpanes, weak stair treads and other conditions which can cause accidents.



A well organized and functioning suggestion system is a technique which makes every member of the campus an inspector and contributes to his feeling of participation. In fact, safety inspections should be considered a normal part of all college operations. The chemistry instructor should always examine his laboratory before class to see that lighting, heat, ventilation and equipment are all in safe operating condition. The supervisor of an administrative office should inspect furniture, equipment and facilities. The athletic director should examine play areas, equipment, apparatus and personal protective equipment.

Each staff member and student should feel it his duty to help insure his own and others' safety. However, this responsibility cannot be left entirely to the discretion of the individual. A formal inspection program should be set up

**SAFETY EDUCATION**

by the designated college safety director, who can recommend a pattern for inspections, assist departments and individuals in developing techniques and review reports.



### Types of Formal Inspections

**1. Complete Survey.** This inspection is usually made by a team of members of the safety committee, the safety director, administrative representatives, department heads, and safety specialists in the college and community. It is a thorough inspection of the entire college facility, conducted semi-annually or annually, covering every room in every building plus all the grounds. Reports of these surveys are particularly helpful in long-range planning and in correcting hazards immediately.

**2. General Inspection.** This type covers all the hazards in a given unit or department on a daily, weekly or monthly basis. These inspections should include the incidental problems arising day-to-day and corrected on the spot. These inspections can be conducted by the department head or an instructor. Check lists and simple reporting forms designed for each area facilitate the inspection.

Weekly inspections of dormitories are one example. For the safety of residents, it *must not* be considered a violation of privacy to inspect student rooms *at any time*. Discretion can be used to minimize the disturbance and to prevent any social problems. For this reason, the house parent should accompany the inspector on rounds. Certain hazards, such as hot plates or numerous extensions on single outlets can be corrected immediately.

**3. Selective Inspection.** As the name implies, this is directed toward selected conditions or practices. It includes inspections of outdoor lighting, fire extinguishers, fire exit lights, hallway lighting, storage areas, or other conditions which require frequent checking. When these inspections are of a technical nature, outside specialists are often helpful.

SEPTEMBER, 1959

### Preparation for Inspections

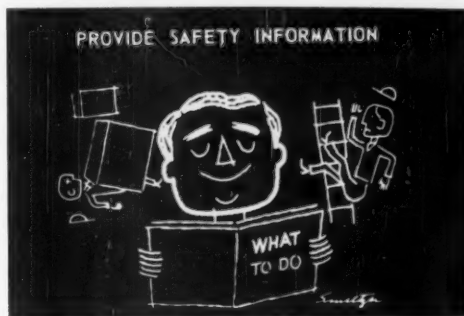
Whether an inspection is made by an individual or a team, certain preliminary steps should be taken:

**1. Notify Key Personnel.** Granted, there are some advantages in surprise inspections. However, until personnel become accustomed to inspections, the surprise technique could create distrust and resentment. It is most important to gain the cooperation of all personnel by giving them adequate notice.

First advise the head of the department and get clearance on the dates and hours. The immediate supervisor of the division should be contacted and arrangements made to have him present during the inspection.

**2. Review Previous Reports.** Be familiar with reports of previous inspections. They will point up unsafe operations or hazards peculiar to the unit, and will show whether corrective action has been taken.

**3. Know the Inspection Objectives.** Reporting forms and check lists are valuable in breaking down overall objectives into specific items in a logical sequence and in preparing formal inspection reports. In addition, when devised by experts in fire protection, laboratory safety, or other areas, they add to the "official" status of the inspection. While they are reminders of items to check, they nevertheless, should be regarded as "minimal" and all hazards should be recorded even though not included on the form.



**4. Be Versed in Legal or Recommended Standards.** Codes and recommended standards are the inspector's guide to ideal situations. These should include not only legal codes of the state and municipality, but recommended standards such as those prepared by the National Fire Protection Association, the American Standards Association and the National Safety Council. The inspector should have a working knowledge and immediate accessibility to these codes.

turn page

5. *Be Familiar With the Area.* Familiarity with the nature and functions of the unit, and with the safety rules and regulations could save the inspector considerable embarrassment and time, and will help to make the inspection effective. This is particularly important on the initial inspection. A file should be maintained of particular rules and regulations. When these are not clearly understood, it is advantageous to precede the inspection with an informal visit to the area to observe work operations and unusual equipment. Check to see that rules are conspicuously posted and in agreement with the inspector's copy.

6. *Wear Proper Dress.* If special safety gear is required in a department or area, such as hard hats, safety shoes, goggles or glasses, the inspector should wear them himself. Additional inspection equipment will vary according to the units, but may include a watch, non-metallic measuring tape, flashlight and pocket-size notebook.

Unusual equipment such as pressure gauges, stop watches, light meters are required occasionally. On return visits, a camera is highly desirable to secure material for posters and to make pictorial records. Pictures, however, should be only taken with the approval of the unit head.



#### Methods, Procedures for Effective Inspections

1. **Concentrate on Major Objectives.** Unusual conditions or interest in a particular phase of safety, can distract an inspector, and cause him to lose perspective. Keep the specific objectives of the inspection in mind at all times. On the other hand, do not fail to make notes of hazards even though they do not deal with the primary objective. For example, a broken handrail, discovered while inspecting stairway lighting, should be recorded.

2. **Establish a Logical Sequence.** To save time and prevent overlooking hazards, a pattern of items should be established. In group

inspections it may be possible to break up the assignments of items so that each member can take different aspects. It also is helpful to use a check list even when making selective inspections. Here is a suggested pattern, or sequence:

- a. Ceilings, overhead fixtures, equipment and lighting
- b. Floors and aisles
- c. Stairs, ramps, handrails
- d. Housekeeping and cleanliness
- e. Passenger and freight elevators
- f. Fire hazards, exits, extinguishers, hoses, fire fighting equipment
- g. Storage, stacking, ventilation
- h. Personal safety equipment and clothing
- i. Machine guards, markings, signs, posted rules
- j. Operations and practices of students and staff members
- k. Unusual hazards, including all unsafe practices or conditions indicated on previous reports

3. **Look and Learn; Learn to Look.** A person making an inspection for the first time cannot be expected to understand completely all equipment and work procedures, particularly in a technical shop or laboratory. Inspectors should be inquisitive, but carefully so. They should learn about unfamiliar operations. Users of defective or damaged tools can be questioned tactfully on how the tools got in that condition. If an inspector conveys the feeling that his intent is to help—not criticize, students and staff members will frequently become interested in the problem and will volunteer suggestions and even point out hazards.

Learning to look is a technique often developed only through practice. An experienced inspector will observe numerous conditions which a less experienced person might overlook. Construction features can hide hazardous defects, such as overloaded wiring. The inspector must learn to look for telltale symptoms, such as high capacity fuses or dimming of lights when power equipment is turned on. Frequently hazards can be detected only during the course of operations where work procedures entail unsafe practices. For these reasons, check lists and inspections with an experienced person are particularly helpful to the inexperienced person.

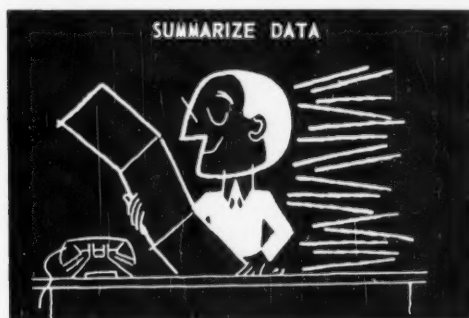
4. **On-the-Spot Correction.** It is most desirable to make on-the-spot corrections. Unsafe conditions or practices suggest immediate corrective actions. In most cases, responsibility for the correction will belong to the director or supervisor. If he assists in the inspection, this becomes a simple process.



**5. Record the Facts.** Be sure to jot down any record or facts, but avoid taking voluminous notes. Enter significant items, rough diagrams, and other key information in a small notebook as inconspicuously as possible. This information can be used later in the development of a complete report.

The notebook might be divided into sections, such as walks and grounds, athletic and recreational facilities, housing, places of public assembly, class and lecture rooms, shops and laboratories with appropriate subdivisions.

List all suggestions and the names of persons who submitted them. Include unusually safe conditions and practices as well as hazards. By all means, give credit where credit is due.



### Reporting

Accurate reporting of an inspection is as important as the inspection itself. Inspection notes should be transcribed into a full report as soon as possible. Facts grow old—and cold—rapidly.

**1. Oral Reports.** Occasionally oral reports are helpful in expediting the correction of unsafe conditions or practices, but they should always be followed up and supported by written reports. Oral reports by themselves have several shortcomings including: danger of losing important details; failure to place responsibility for remedial action; tendency to become subjective; likelihood of involving personalities; carrying only the weight of the person making the report.

**2. Written Reports.** An elaborately detailed report form should be avoided. However, uniform or standardized, topical headings are helpful:

- Pointing out areas of hazards and unsafe practices
- Recommending remedial action
- Specifying pertinent details of time and location
- Advising all personnel of findings and recommendations

In preparing the report, do not overlook the following:

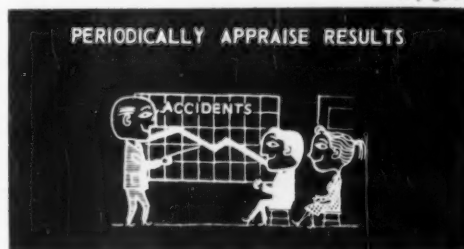
- Reference to previous reports. Indicate if the unsafe conditions or practices were reported before, and whether or not corrective actions have been taken. If not, the report should state reasons for failure to take corrective actions.
- Indicate positive as well as negative findings.
- Be specific in describing action taken or recommended. This is the most important part of the report. Be sure to describe completely. Tell how, when and by whom. When more than one remedy can solve a problem, be sure to give alternate suggestions.
- Indicate that report and recommendations are consensus of inspection team and safety committee.

**3. Distribution.** The inspection will fall far short of its objectives unless administrative heads are informed of the findings, corrective action recommended, and instances where the taking of remedial action should be insisted upon. To assure adequate distribution of inspection reports make at least three copies. Original copies normally should be sent to the head of the college; the duplicate to the head of the department and the triplicate to the safety director or the safety committee. Dependent upon type and coverage of the inspection, copies can automatically be sent to a predetermined group such as members of central staff, deans, committee members, visiting specialists. Certain departments may require additional copies for the preparation of budget requests or other uses.

**4. Checking the Report.** Before signing an inspection report, examine it closely and answer the following questions:

- Is the report constructive?
- Is it easily understood?
- Does it state observations fairly and firmly?
- Is it written in straightforward fashion?
- Will it help to prevent future accidents?
- Could there be unfavorable reactions because of wording?
- Has it expressed appreciation of assistance?
- Has praise been given where merited?

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By W. G. Johnson

# Curbing Those Scooters

In 1957, a bill to operate a motor scooter without a license slipped through the Illinois state legislature. Result: youngsters headed for the highways and fatal accidents soared.

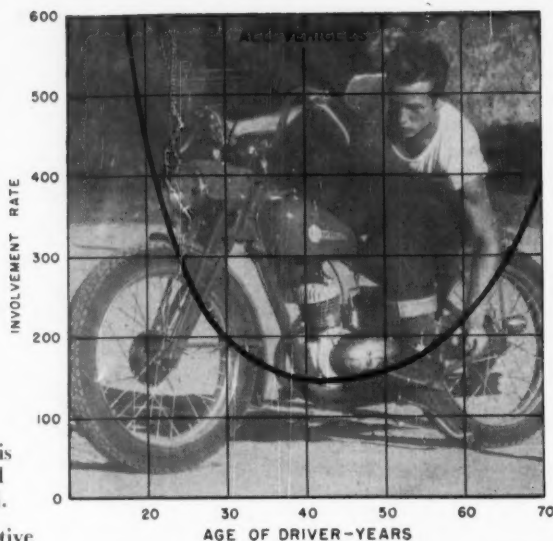
By 1959, public indignation brought legislative action—the law was repealed. However, later in the same session, a bill was introduced to permit 14 year olds to operate motor scooters *with* a motor scooter license (Illinois law requires applicants for motor vehicle licenses to be at least 16.)

Safety people, rallied by Secretary of State Charles F. Carpentier, opposed the bill. The following is a testimony before the Senate Highways and Traffic Regulations Committee. After Johnson's statement, the Senate killed the bill and the House tabled it.

**T**HE National Safety Council is strongly opposed to any youngster under 16 years of age driving a motor scooter on a public street or highway—with or without a license. Such a youngster is in more danger than if he were driving an automobile—which he can't do in Illinois except with special permission of the state. The Council is delighted that the Illinois law permitting youngsters under 16 to drive motor scooters on public thoroughfares was repealed.

These views are based upon the following conclusions developed from facts and experiences throughout the nation:

- ▶ A motor vehicle should not be operated by a youngster until age 16, and at that age a good driver education course is needed for safety.
- ▶ A motor scooter is more hazardous to operate than a passenger car.



- ▶ High injury and fatality rates among youngsters 14 and 15 are a *certainty* under the conditions which would be created by the proposed motor scooter operator's license.
- ▶ Sound public policy restrains, rather than authorizes, conditions and actions which injure the health and safety of the people of Illinois.

What are the facts which have led to these conclusions?

The policy of waiting until age 16 to license youngsters to drive is contained in the Uniform Vehicle Code, which represents the views of all major safety agencies in the United States. It is the result of years of careful study of experience by qualified sub-committees, including a review of motor scooter operation in 1948.

At no time has any reputable safety agency favored operation of motor scooters by youngsters under 16—either as preparation for driving cars, or for general recreational purposes.

As part of its policies regarding young drivers, the National Safety Council states:

*"The schools of any community having eligible youth should provide driver education. The successful completion of a driver education course which meets the national recommended standards, taught by a qualified and certified teacher is an essential requirement for the securing of a driver's license by all new drivers."*

The recommended course for 16 year olds includes 30 hours of classroom instruction and six

W. G. Johnson is general manager, NSC.

# TWO OUTSTANDING NEW TEXTS ON SAFETY FROM **BENNETT!**

## Announcing For January '60

### 1. **SAFE LIVING** By Harold T. Glenn

SAFE LIVING will take safety education out of the fringe benefit category and place it in a firm position in the curriculum. SAFE LIVING provides complete coverage of safety in the school, on the playground, in the shop, on the streets and highways and in the home. No area of daily living has been overlooked in this comprehensive new text.

#### *Written especially for the elementary level . . .*

Nearly every school has a safety patrol and stresses safety on the playground and in the shops. SAFE LIVING will provide the newest and most complete teaching aid available for training youngsters in the fundamentals of safety.

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##### *Coverage . . .*

SAFE LIVING is comprehensive in every way, covering every facet of safety and safety education. Emphasis is placed upon preparation for driving in the chapters covering automobiles. Examples of safety in the school, home economics rooms, industrial arts shops and on the playgrounds stress the need for mental alertness and awareness. SAFE LIVING includes discussions on disasters such as windstorms, floods, fires, earthquakes and other emergencies. First aid is briefly treated leaving complete treatment for regular first aid and health courses.

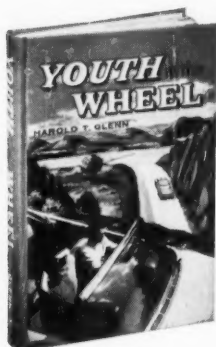
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### 3. **YOUTH AT THE WHEEL (1958)**

By Harold T. Glenn

#### *About the author . . .*

Harold T. Glenn has written several books in the fields of automobiles, driver education and safety . . . is presently an Instructor, Long Beach, California Public Schools.

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hours of behind-the-wheel instruction. Statistics verify the value of such training.

Inasmuch as proponents of motor scooter licenses for youngsters 16 have produced training materials alleged to constitute adequate training, the Council's educational staff reviewed such literature and descriptions of actual courses. Their views are that lack of trained teaching personnel, limited class instruction and insufficient practice would make such motor scooter courses totally inadequate, even for 16 year olds.

To place on the Secretary of State the onus of granting licenses to youngsters under 16 is to unfairly shift to him a responsibility which no examination can enable him to discharge in the interest of the youngsters themselves.

It is noteworthy that student leadership concurs in these views. Last year the student council of a high school in my area requested the school authorities to ban scooters from high school parking lots.

Present Illinois law provides adequately for hardship cases requiring operation of motor vehicles by 15 year olds.

We have said that a motor scooter is more hazardous to operate than a passenger car. Its small size and its mobility in young hands put it into positions where even a cautious driver cannot avoid collision. Most important, it provides no protection in an accident. Injury and fatality rates are consequently high.

Crash injury research has clearly shown the protection afforded in the event of accident by keeping occupants within cars by means of seat belts. A motor scooter is the exact opposite of the proper driving situation. The corporations with sound employee protection plans, are putting the adult driver in a sedan with seat belts. Do we care less for kids than the corporations do for their employees?

The high accident rates of youngsters, plus lack of personal protection on a motor scooter, combine to create injury and fatality rates which have shocked those close to the events, and witnessing the blood, crushed bodies, permanent crippling and sorrow. The statistics in Illinois during 1957 and 1958 were shocking enough. But cold statistics were not what moved Illinois municipalities to ban scooters last year—it was first hard responsibility for picking up the broken bodies.

Think again of Illinois' 1958 record:

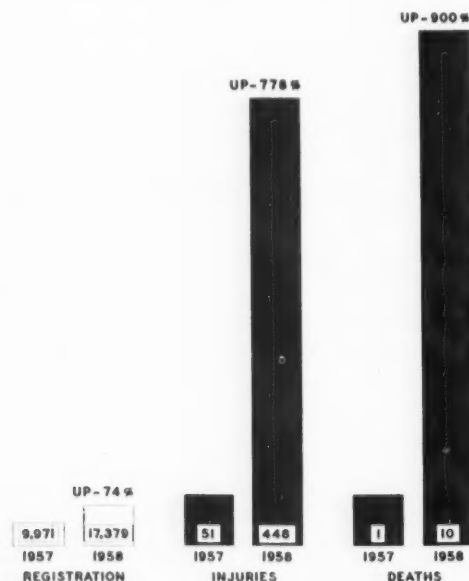
<i>The Record</i>	(Motor Scooter Only)		
	1957	1958	Increase
Registration	9,971	17,379	74%
Accidents	55	433	687%
Deaths	1	10	900%
Injuries	51	448	778%

Imagine, if you can, a ten-fold increase in motor scooter usage by youngsters. The accident curve will go through the ceiling!

We are currently surveying 1958 fatal accident experience in the states. Thirty-nine states have reported so far. They show:

- 1) 22 of the 33 deaths of youngsters under 16 came from the five states where such operations were legal — Illinois, Texas, Michigan, Ohio and Florida.
- 2) Even 16 and 17 year olds had their serious troubles—19 dead in 39 states.
- 3) Thus, almost half the motor scooter deaths were youngsters 17 and under.
- 4) The U. S. death total is estimated at 125 deaths in operation of 350,000 scooters. If Illinois' experience is any indication, there may have been 9,000 injuries.

Therefore, legislators have an awesome responsibility of declaring a sound public policy to the parents and children of Illinois. The public knows the legislators are carefully considering all the evidence and the views of safety, traffic and educational specialists. Their actions will constitute their technical recommendation to parents and children, who will follow their recommendations as embodied in law●



# "HONORS"

## for the Honor Roll

Participants in the National School Safety Honor Roll program  
tell how they have upgraded their own projects because the honor rating . . .

. . . aids novice and pro

**May F. Hazard, safety coordinator, Hamtramck Public Schools, Hamtramck, Mich.**



**IT TOOK** eight years to do it, but, finally, in the fall of 1958 all schools in Hamtramck, both public and parochial, were placed on the much coveted National School Safety Honor Roll.

The honor roll award has helped, immeasurably, in planning and promoting all the safety education programs in the schools. The requirements, as outlined to qualify for honor roll recognition, served as an excellent guide in organizing all activities. As a result, a well rounded, enriched plan with a high degree of correlation exists in all departments and grades.

To the novice in safety work, the evaluation (check list) was a most stimulating and clear cut way to get started; to the old pro, it was an effective way of taking yearly inventory with the idea of upgrading the program.

The presentation of the certificate at a safety awards assembly has a two-fold effect. First, it provides a good springboard for launching the safety plans and objectives for the coming year and, secondly, it serves as a challenge for both teachers and students to continue the good work already completed.

Another incidental, but a most important by product of the safety awards program is the positive effect it has on the parents and civic leaders. Amazed at the work being done safety-wise in the schools, the guests often express a desire to participate in the school program, thus, creating an effective and powerful community safety triumvirate of the school, the home and the community working as a team.

The city was presented with a certificate of meritorious work in safety education in the schools by the National Safety Council in the fall of 1958. The Mayor accepted the citation—much publicity was attached to the ceremony.

All this has been accomplished because of the National School Safety Honor Roll system. It is the most stimulating and effective "package of safety education" on the market. Try it! It's worth investigating.

### . . . joins efforts producing success

**Charles E. Poole, principal, Highland School, Abington, Pa.**



**T**HE joint effort which produces successful participation in the National School Safety Honor Roll program is the key to its success in Highland School.

The activities of the police department, PTA, Abington Civic Association, the school faculty, and the student body make this program effective to many people. Thus, we have positive thinking concerning the prevention of accidents. This is essential if we are ever to move ahead in this battle against thoughtlessness and carelessness.

The personal appeal to a wide group of individuals through a number of agencies spreads the gospel of carefulness toward others through caring for them.

The annually progressively difficult features of the program make for an improving organization within our school and community. We are proud to be participants in a program which forces us to improve.

### . . . is self evaluation for all

**Jack Haack, supervisor of safety, Davenport, Iowa**

**D**URING the past four years the Davenport public schools have participated in the National School Safety Honor Roll. As the co-ordinator whose responsibility is safety, I have had a great personal satisfaction seeing it mushroom from one building to include all 20 buildings in our school system. The task of "selling" this program to the school personnel was not difficult, because:



1. It gives the opportunity to every building to self-evaluate their program each year.
2. It serves as a guide for each building with minimums that should be attained.
3. It allows the individual buildings to receive recognition for their achievements in the safety area.

4. It allows students, parents, civic leaders and the school administration to work side by side to evaluate their safety activities.
5. It has encouraged the faculty to recognize that safety is a way of life and must be integrated in our curriculum.

Last fall the Davenport public schools were honored to receive an award for their rating on the traffic safety inventory for cities of our size. At the presentation to the board of education, one member said, "It is gratifying as a board member to know that our schools are safety conscious. In this day of emphasis on science, mathematics, and foreign language, it is good to know that we are not overlooking teaching of citizenship and safety and their values to our community."

### . . . ties together full program

**John C. Fawcett, principal, Fort Kobbe and Cocoli Elementary Schools, Canal Zone**

**P**ARTICIPATION in the National School Safety Honor Roll for a four year period has given us excellent foundations on which to build our ever growing safety program. Using the evaluation check list as our guide, we have each year expanded our safety work to take in additional areas. Without this list to give us the essentials, we might well have been guilty of overlooking one or more of the aspects of safety in which we are now working.



The safety program is headed by the school safety committee which has student and teacher membership. On the agenda for each regular meeting is a review of the honor roll requirements.

We constantly strive to tie together aspects of life at school with the safety program. This brings into the picture such things as the work of the safety patrol, civil defense drills, fire drills, physical education work, and instruction (formal and informal) in the classroom. The honor roll requirements and standards assist us in accomplishing this by indicating areas where this coordination can be achieved.

Another, and we feel very important, value from this association is that it gives us a feeling of purpose and a meaning to many of our

**SAFETY EDUCATION**



safety activities. We are striving toward a tangible goal and this particular activity is one step in the right direction. It also helps us all to realize that safety is a national problem, and we are doing our part to solve it.

Four words, then, might sum up how we have benefited from our association with the national program—growth, continuity, coordination, and purpose.

### ... offers outline of projects

**John G. Lewis, coordinator athletics, physical education and safety, Fulton County Schools, Atlanta, Ga.**



**T**HE National School Safety Honor Roll Program has provided both the information and the inspiration for us to upgrade our total school safety program in Fulton County.

The evaluation check list has provided our principals, teachers and students an excellent guide for promoting the essentials of a sound safety program. Few of our principals and teachers have ever had the opportunity of taking courses in safety education. This check list gives them a simple, condensed, yet complete outline of safety activities.

Parents have become more interested and are more actively supporting our safety program by assisting the schools in many ways. For example, one school PTA gives every teacher in the school a yearly subscription to the SAFETY EDUCATION Magazine.

Winning honor roll certificates has helped our public relations with community agencies. We have schools in eight municipalities in addition to the rural areas. The mayors, police and fire department officers and leaders of local civic groups have caught the inspiration of our safety effort and always support us and cooperate with us.

Finally, the honor roll has brought the students into a program which they can call their own and they feel responsible for its success. It is building a fine esprit de corps. More and more students are crossing the street at the cross-walk, not because the patrol is on duty there but because it is the popular thing to do. The student who fails to meet the standards acceptable to the group becomes unpopular.

SEPTEMBER, 1959

### ... rewards for past—guides for future

**Richard F. Hayden, director, department of health and physical education, Fall River Public Schools, Fall River, Mass.**

**W**E FEEL that the National School Safety Honor Roll program has aided greatly in our receiving outstanding recognition in fire and traffic safety programs on a national level.



This simple evaluation check list indicating a well-rounded program allows for a trial period and continues on to a more challenging and growing program of school safety. No pressure is involved. Schools which don't follow the listed points find to their sorrow that they have been negligent in their responsibilities to parents and children. With this tool, the school co-ordinator may sit down with the principal and check off the many phases of safety covered in the school program.

The certification check by a school or local committee including a student makes it a worth while cooperative venture. Many cities qualify as a school system having 90 per cent of their schools enrolled on the honor roll. However, to me, the individual effort of the school to qualify is the heart of the program.

National School Safety Honor Roll Awards in the fall are a fine incentive for individual schools to start the new school program. It is a reward of past achievement and a goal for future attainment.

### ... helps integrate projects

**Mrs. Q. M. Smith, director, department of public welfare, Tennessee Congress of Parents and Teachers, Murfreesboro, Tenn.**



**A**S SAFETY chairman for our state PTA for several years, I observed with interest the growing participation of Tennessee schools in the National School Safety Honor Roll. I believe this growth and extensive participation was due to the fact that the program is simple, specific and well organized. It is easily presented and readily accepted by PTA groups on either a local or district level.

Since broad participation is the key to success in any safety program, the use of the check

list as a guide enables the students, school personnel and parents to become a part of the school's safety program.

Since the honor roll is not a contest but a constant upgrading of the safety program, students are continuously interested in eliminating hazards and keeping the school accident record as low as possible.

They become very interested in achieving the national recognition given through the honor roll and strive to meet the requirements each year. This participation tends to make them more conscious of the need of living safely from day to day and helps to make safety become a habit with them in every activity.

**Clinton W. Dreyer, managing director, Eastbay (Calif.) chapter, NSC, tells how civic organizations can promote the honor roll program.**

**Y**OU can get a lot of work done, if you don't worry about who gets the credit." — A statement so true, it almost becomes trite. And many organizations can do much to promote the National School Safety Honor Roll, then turn it over to school authorities for completion and recognition. In fact, the opportunity for using organizations is only limited by the number of them in a community.



Over the years we have used many techniques for promoting interest in the honor roll. The standard procedure that we use today is to present the honor roll certificate to the superintendent of schools at the service club of which he is a member. Usually this is either Rotary, Kiwanis or Lions club, which is always good for newspaper publicity. We ask the superintendent to have the principal call a student assembly and have the PTA safety chairman or president present the certificate. Our safety council has prepared a three minute speech for the PTA representative to use in making the presentation.

The Richmond School District's participation was stimulated by John E. Motell, safety director for the Richmond Schools through his work in the Kiwanis club. Kiwanis sponsored the formation of a safety organization in that community and Motell quickly saw the community relation value of the honor roll, as he said: "We have found the honor roll of value to the community in that it is a means of pub-

The teachers integrate safety education into the curriculum by presenting safety assemblies for the entire student body, showing safety films, posting accident free days on each room door and making safety posters for certain occasions, such as Halloween, Christmas, festivals, ball games, parades and field trips. The honor roll also furnishes excellent material for student teachers.

The requirement of having a citizens' committee to evaluate the program brings closer cooperation between the home and school and often helps to promote safety legislation in the community when the need of such is recognized by interested parents.

licity between the community and schools, the PTA and schools, and the schools and the school boards."

Recently we noted that two of our school systems were not participating in the honor roll program. We talked to a member of the board of directors, an insurance man who is a member of the Albany Rotary Club and a leader in the Association of Insurance Brokers, which writes the insurance for the Albany City schools. He told us that the Albany Schools have always carried out good safety programs and have complied 100 per cent with the suggestions made by the insurance company's representative. It was his feeling that the honor roll program would be another tool for the school to evaluate and expand its activities. He talked with the Albany superintendent of schools, and his response was most enthusiastic: "Any device that will promote continued consciousness of safety and that will indicate to the public our concern about safety, I will buy."

Mrs. Hazel Todt, Berkeley-Albany Council PTA met with C. H. Wennerberg, superintendent of the Berkeley schools to discuss their participation in the National School Safety Honor Roll. He accepted the responsibility of selling every school principal on participating in the program, and told Mrs. Todt "whether or not we realize it, every one of us is alive today because somebody took the time, effort and energy to think of safety. This places a real responsibility on each of us in terms of the next generation. I am pleased to note that the safety council, through this program, assists us in making this a safer world●"

# BULLETIN BOARD

## **Fourth R for riding**

Before her 400 elementary school children moved to another school in Fort Lauderdale, Principal Yvonne Slover prepared a booklet for their new experience—daily riding the school bus. She worked with the county transportation department to develop the little booklet filled with four line poems and sketches, showing what the students should and should not do while on the bus. The youngsters had fun Reading how to Ride.

## **Wheelless cars on the move**

A mobile driver education classroom has been designed for small city and rural school systems. Equipped with six Drivotainers and facilities for showing 21 films, the bus enables students to "drive" through realistic traffic situations shown on the screen.

## **Standeers are in danger**

Standeers in school buses are unnecessary and in danger. That's what Michael J. Haggerty, Minnesota supervisor of school transportation, said. "School buses are built to protect seated passengers, and in the event of accidents, those who are standing may lose their lives or be permanently injured."

He told of a survey of 18,428 schools over the country in which officials rated "accommodating students" over other features, such as safety, comfort, heating and ventilation. With more than a third of the elementary and secondary pupils needing transportation to school, the lack of buses becomes a problem. Minnesota prohibits standees and Haggerty urged other states to "act while many lives are yet to be saved."

## **Schools can be sued**

Illinois school districts are not immune to damage suits arising from the negligence of their employees, by a recent ruling of the state supreme court. The decision wipes out the ancient theory of sovereign immunity the schools have enjoyed since 1898.

The old reasoning followed the line that "it is better for the individual to suffer than for the public to be inconvenienced." The new opinion came in the case of a child injured in a school bus which left the road, hit a culvert, exploded and burned. One judge expressed the belief that there will be fewer bus accidents. Abolishing the negligence immunity will lead to greater care in selecting and supervising drivers, he said.

# Agent of Death—Plastic Bags

Careless handling of product becomes new child menace.

**F**LIMSY plastic—such as dry cleaners' bags and make-shift mattress covers—are the most frightening new child killer since abandoned refrigerators.

Forty-nine children have been killed by plastic film during the first six months of 1959, according to reports from 48 state health departments. The infant, six months or less, is the principal victim. From the reports, NSC statisticians estimate that the plastic death-toll could mount to 100 by the end of the year.

Anyone who has removed dry cleaning from a plastic bag knows how the deadly plastic works. It clings like tape to a child's face, cutting off his breath. Whether the adhesiveness of the plastic film is caused by an electrostatic charge or by the flimsy material being sucked against the face by inhalation, has not been scientifically determined. For the most part, ultra-thin polyethylene film about 0.3-0.6 mils in gauge is the principal agent involved.

A few case histories: A six month old child

in Phoenix found a plastic bag fascinating—pulled the curious thing to her mouth—was found minutes later, dead; A two year old girl in Los Angeles sneaked into the closet and crawled inside a 30-inch long dress bag—was found dead, a limp body shrouded in plastic film; A three month old boy smothered by a plastic bib tied loosely around his neck.

The Council is not condemning the plastic film. However, it urges all teachers and parents not to use thin plastic bags for sheets, mattress and pillow covers, nor permit their children to play with such bags. The National Institute of Dry Cleaning has asked its members to warn customers against giving the bags to children as toys or leaving such bags around. Some manufacturers are preparing warning tags to attach to each bag. The Society of Plastics Industry is working on the problem.

Plastic with its many, many uses is one of the joys of 20th century living. Only when it is misused does the plastic become lethal●

## Yeager—Mr. Safety, Himself—Retires



**S**IOUX CITY'S Mr. Safety is retiring this year.

W. C. Yeager, director of safety education, Sioux City (Iowa) Safety Council, conducted his last School Boy Patrol—School Girl Safety Hostess (Green Belt Girls) service recognition party.

Originally planned to honor the city's patrol members, the event shown above was in reality a tribute to Yeager. The 1,398 members attending were evidence of this safety leader's active career—he held the first event in 1945 for 60 members.

Yeager is a charter member of the National Safety Council's supervisors' section and has been on its executive committee for the past three years. He served on the membership committee of the section for the past four years. Correlating the safety field with his positions as principal of several schools in Sioux City, he is presently principal of two elementary schools and safety education director of the public school system. Yeager is continuing his community service as civil defense director for Sioux City.



By Leo W. Breuer

# Whole Family Was Involved

in the four-session safe driving clinic held in the Shoreline high school.

**W**HAT can be done to teach young people that an automobile used carelessly can be a lethal weapon? Members of the Shoreline High School PTA and the school authorities recognized the need for greater emphasis on safety education. Although Shoreline had been teaching safety in a driver education course, more "spark" was needed to convey the dangers in driving an automobile.

The local Seattle King County Safety Council was called upon for advice and help. At an initial meeting, consisting of the superintendent of schools, the managing director of the safety council, PTA representatives, the driver education instructor, the district supervisor of transportation, the high school principal, a student and a policeman, representatives decided there was an urgent need for a series of instructional meetings on safe driving involving the whole family.

The program was to be known as the "Shoreline Family Safe Driving Clinic," sponsored by the Shoreline PTA, student body, safety council, Shoreline Citizens' Advisory Committee and the school board of directors. Plans called for a series of four evening meetings in the high school. The final session of the clinic was planned as a dinner meeting. An important phase of the clinic was giving every family a packet of literature on automobile driving, a valuable supplement to the evenings' discussions.

The first meeting was devoted primarily to the fundamentals of good driving, the knowledge of traffic signs, law enforcement and driver examination. A film, "Take A Look at the Odds," showed the dangers of inattentive driving.

The family automobile was the center of attention. A panel of students and parents dis-

cussed, "Parent-Student Relationships in the Use of the Family Car."

A philosophical topic—but a down-to-earth discussion on "Attitudes" made up the third meeting. The high school driver education instructor explained techniques used to develop good driver attitudes and with students demonstrated various teaching devices and equipment. A psychologist, Elmer Siebrecht of Seattle Pacific College, who has made an extensive study on the subject, spoke on attitudes and their importance to good driving. A film entitled, "A Day in Court" and a summation of the evening's program by the Hon. William Long, judge of King County Juvenile Court concluded the session.

The final meeting included a demonstration of driving skills, an address by William Devin, president of the King County Safety Council and the presentation of attendance awards by Ray W. Howard, superintendent of schools and Edward Hasselblad, principal.

As an added attraction, a display of cars was held each evening. On one evening, new cars were shown, sports cars on another and "custom built" cars on a third.

After the final session, the committee met again to evaluate the program. Comments and suggestions for future programs were:

1. more emphasis on actual car handling or demonstrations
2. good films were effective in putting across a point
3. advisable to break up into small groups of parents with their sons and daughters to discuss their own questions
4. some parents suggested seeing the student court in action
5. demonstrations before the entire group, various reactions and other type instruments to test one's ability to drive
6. did we place enough stress on attitudes or did we overplay the stress on attitudes?
7. limitation: failing to reach everyone who needs the orientation.

The responses indicated the clinic was a huge success. Participants felt the clinic helped them to become safer, more conscientious and more courteous drivers. Many said the clinic brought about a better understanding of the use of the family car. Approximately 300 mothers, dads and teenagers voluntarily signed pledges to make a greater effort to obey the traffic rules and regulations●

Leo W. Breuer is assistant superintendent, Shoreline Public Schools, Seattle, Wash.

SEPTEMBER, 1959



Who, When, Why and How should children be permitted to ride their bicycles to school? This question was asked to officials involved with the problem. This forum in print has their answers.

C. L. JESTER, principal,  
Charles W. Eliot Elementary School, Tulsa, Okla.

THE question of when should a child be allowed to ride his bicycle to school depends upon the child, not upon his age. We find children who are intelligent and well coordinated in any group. They seem to be born with a kind of sensitivity which appraises situations and causes them to react safely in all situations. These children have been well indoctrinated in the home with many positive safety attitudes years before they were ready for school.

Attitudes and habits begun in early youth are not only more easily acquired but are likely to be more permanent. Children who are not given this training will ride two on a bicycle until they are within two or three blocks of school; then one will dismount. This certainly demonstrates a poor attitude toward safety rules and regulations.

Before a child is permitted to ride a bicycle on the streets, his parents must insist that he not only know the rules but apply them at all times. Children that do not observe bicycle safety rules to and from school should be required to leave their bicycles at home for a number of days, depending on the nature of the offense, frequency of violation and the attitude of the rider.

Children that live within two or three blocks of school should not ride their bicycles to school unless it is absolutely necessary.

No kindergarten and only a few first grade children should be allowed to ride their bicycles to school. Only a few youngsters of this age are exceptional, use good judgment and are reasonably careful.

Most cities have a bicycle ordinance, the sole purpose of which should be the reduction of bicycle accidents. This cannot be done unless at the time of registration there is an intelligent inspection under police supervision on the school grounds. A bicycle is no safer than its rider, nor can a rider be safer than the bicycle's mechanical condition will permit, especially the brakes.

The problem of when a child should be allowed to ride his bicycle to school will have to be decided on the local level with the parents, schools and the police departments working together●

LT. HERBERT McCOURT,  
school safety officer, Lansing Police Department,  
Traffic Division, Lansing, Mich.

AGE and school level of youngsters should definitely be determining factors in whether bicycles may be ridden to and from school, and in all but very exceptional cases,

there should be no bike riding to school at the elementary grade level.

Bicycles are bulky objects and promiscuous riding to most of our elementary schools would greatly limit the playground area because of space taken up by storage of the bikes. Riding and storage of bikes would also add many hazards such as spills, collisions and tripping, and would increase the temptation of children to borrow, steal or damage bicycles belonging to other youngsters.

Some exceptions may of course be considered necessary, where a child lives more than a mile from school, or where a youngster on the safety patrol squad, in order to get to school early for

# Not To Ride

duty, or for other valid reasons, might be given special permission to ride his bicycle to school. In such cases the school administration could grant special privileges, and with proper explanation, the other children would understand and accept such decisions that were exceptions to the standard rules.

Such exceptions must be relatively few, as most elementary schools are located in the middle of small school districts, and distance to school is not excessive for the youngsters living in the area.

At the junior high level, many children come from greater distances, and bicycles should be accepted, with rules and regulations to govern their use, storage, etc., set up to control and enforce proper usage.

In the elementary schools any decisions for bicycle riding to and from school should be a matter for administrative action in cooperation with school safety officers or directors. At the junior high school level, control and enforcement of rules and regulations governing bicycles could be carried out by the administration and student council action.

When youngsters reach the mid-teens, enthusiasm for bicycle riding diminishes, thus any problems at the senior high school level of riding bicycles to and from school readily solve themselves●

W. K. STREIT, director, Division of Health and Hygiene, Cincinnati Public Schools, Cincinnati, Ohio

**T**HE primary decision should be left to the parent with the principal reserving the right to veto the privilege if abused. Items which must be considered include (1) location of school in relation to busy streets and through highways, (2) distance child lives from school, (3) availability of other transportation, (4) provision for safe storage of bicycles during school hours, and (5) ability of pupil to pass skill test, written test and bicycle check.

SEPTEMBER, 1959



In metropolitan downtown areas, children may not be permitted to ride bicycles to school. Some suburban areas with heavy traffic may arbitrarily restrict bike riding to pupils in grades four and above. If all homes in the school district are within walking distance, there is no need to have bikes at school.

Some schools require a "permit" to be issued following request from parent. This may be revoked for a violation. It is well to operate through student council or a school safety committee which includes a PTA representation. This group should make and enforce the rules with the approval of the principal. Local police may set up a safety lane and assist in enforcement.

The decision can also be enforced by having a guard stationed at the bicycle parking space to get names of pupils not authorized to ride bicycles. The office then follows through by calling the parents.

Bicycle safety is the joint responsibility of the parent, the school and the community as a whole. Through cooperative action, most problems in this area can be resolved. Naturally, there will be wide differences in varying school situations making riding to school appropriate in one and an absolute prohibition in another●



You'll be an—

# Orac

Provocative predication  
to the National Safety  
will discuss how these f

A HIGH school student developed his own atom-smashing equipment . . . an entire class from New York embarked for Havana . . . most students exposed to educational television and teaching "machines" . . . the team-teaching concept expanded greatly . . . high school classes "out on the job" . . . elementary ones off on camping trip.

These are not fanciful predictions—they have occurred already—and will become increasingly more common during the next decade. They are the prophesies of leading educators over the country on the subject of education in the next ten years. In addition, increasing technology with the resultant increasing leisure will bring other changes to the country, each with its own implications in safety. These implications and the various means of dealing with them to prevent accidents and death are the theme of the 1959 National Safety Congress—"Safety in the Sixties"—October 19 to 23, Chicago.

School and College people will be discussing ways to educate during the next decade to pre-

pare students for living in the sixties with both the present hazards of highway, home and school and the expected ones initiated by changes in society.

**Elementary**—One way to determine how to educate is to "look at the children," which Raymond S. Moore, dean, College of Education, Potomac University, will do when he talks on: Does their Nature Indicate Safety Needs? Facing the problem squarely, a discussion led by Lois M. Clark, assistant executive secretary, department of rural education, National Education Association, will try to answer: what can the classroom teacher do to insure accident reduction during the next 10 years. In another session, Stanley W. McKee, principal, Lincoln School, Highland Park, Ill., will demonstrate how adults can look *with* children at safety problems. He'll use 10 children from different grades to work with the adults including parents, policeman, fireman and teachers. Afterward, Alfred L. Moseley, consulting psychologist, Alfred Moseley & Associates, Boston, will interpret the demonstration.

**SAFETY EDUCATION**

# e of the Sixties

of the 1960's are in store for delegates

Congress next month. Educators

casts will affect the safety movement.

Sister Mary Alice, Sisters of Charity of the Blessed Virgin Mary, Chicago, will preside over a session on: children need an environment which is safe but not sterile at home, in school and in the community, including fire, falls, traffic, poisoning and drowning.

**Supervisors**—In the area of fire safety of new buildings and additions, Lonnie Gilliland, director, safety education, Oklahoma City Public Schools, will report on information derived from the Los Angeles school fire experiment, in which fire officials burned down a school building for study purposes.

E. Forrest Gaines, manager, Greater Baton Rouge Safety Council, will talk on what community and other safety agencies can do. In the area of what students should know, the responses from the fire exit drill check list will be presented to show how school systems handle their drills, recalls, smoking in school problems, fire exit door standards and other questions.

Helen Manley, chairman, pre-congress program planning committee of the supervisors section, announced that on Sunday afternoon supervisors will analyze in practice the five basic aspects of the Recommended Standards for Administrators of Safety Education and the Job Analysis for Safety Education Supervisors.

**Driver Education**—One highlight of the driver education sessions will be Ruth Dunbar from the *Chicago Sun-Times* presenting: what

the Russians are doing in driver education. Asking a provocative question, Russell I. Brown, chairman of the section, will discuss: do we practice what we preach? and a panel will tell: here's how to promote driver education.

Dr. William Mann, Highway Traffic Safety Center, Michigan State University, will lead a panel on: an attitude improvement program for high school driver education. Another session will compare the ability of students who travel "on street" to those trained "off street". Pete Yost, director of safety education, University of Wisconsin, will report on the pilot study for driver education teachers on winter driving hazards. Later, a symposium will handle the question: state financial aid to driver education and its effects on programs in various states. The final session will deal with research in driver education.

**Higher Education**—In the area of campus safety, one discussion will deal with the question: do safety committees have practical and educational value?

A symposium on the role of higher education in the college program will include discussion on the role of teachers, and the viewpoint of students in sponsoring safety education programs in the schools.

D. Kenneth Steers, chairman, Dept. of Physical Education for men, University of Delaware, will show the use of group discussion techniques in teacher participation.

**Research**—For the first time a cooperative meeting will be held with the elementary and higher education sections. A symposium will discuss: are accomplishments in accident education keeping pace with research in elementary safety education? Research as a means of improving driver education in the sixties will be another topic.

"Challenges in School Safety Programs"—an evening rotation program will send three leadership teams—kindergarten and elementary, junior and senior high school and junior college and college—from room to room to discuss some of the current challenges in or to safety education at their school level. Each team will have a leader and three resource people, representing administration, safety education and environmental safety.

Two outstanding presentations at the closing general session will be: The Chicago School Fire—What Have We Learned to Make Schools Safe in the Sixties? and Looking Ahead for Greater Safety in the Sixties●

# The Title Page

## Books and pamphlets of interest to safety educators

By **Lois Zearing**  
Director, NSC Library

### Accidents

*Accidents and children.* U. S. Department of Health, Education and Welfare. 1959. 19p. Superintendent of Documents, Washington 25, D. C. (Children's Bureau Folder No. 48-1959). 15c.

*The Child in Detroit's Traffic—1958.* (1959) 15p. Detroit Police Department, Traffic Safety Bureau. A study of 3,255 children—ages 0 to 14 years.

### Careers

*Careers in Highway Traffic Safety.* National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. \$1 per copy, no discounts.

The six major job classifications of a traffic safety career: engineering, law enforcement, fleet supervision, traffic courts, motor vehicle administration and research are discussed comprehensively. Of special importance to counselors and students alike is the stress on essential elements of the profession. Can also serve as background material for "Career Day" presentations.

### Driver Education

*Driver Education for Illinois High Schools.* 1958. 93p. Available from George P. Mathis, Office of Public Instruction, Springfield, Ill. (Circular Series A-No. 116)

A guide for the teaching, supervision and administration of driver education in Illinois.

*Driver Education Reduces Accidents and Violations.* (1959) 15p. Traffic Engineering & Safety Dept., American Automobile Association, Washington 6, D. C.

A summary of 33 studies in 23 states and Washington, D. C. on reduction of accidents due to driver education courses.

*A Kit of Driver Education Materials.* Robert D. Bond. Traffic Safety and Highway, Improvement Department, Ford Motor Co., The American Road, Dearborn, Mich. Free.

Kit includes, Deft Driving, Driver Education News, Frontiers in Traffic Safety, Seat Belts Save Lives, The Eyes Have It, Freedom of the American Road Digest and 11 driver training films for free loan.

*Tomorrow's Drivers.* A. R. Lauer. 1958. 176p. Lyons and Carnahan, 2500 Prairie Ave., Chicago 16, Ill. \$1.20.

A text, workbook and guide for instructors prepared by one of the foremost leaders in driver research. The book's aim is to develop safe, courteous and responsible drivers ready to accept responsibility when they are licensed.

### Drivers and Driving

*Here's Safe Driving.* Mauri Rose. 1959. 29p. Chevrolet Motor Division, Advertising Dept., 3226 General Motors Bldg., Detroit 2, Mich. Free.

Tips on safe driving based on author's successful and safety-highlighted driving career.

*Parents—What Do You Do When They Want To Drive?* Dr. Charles E. Besh. 1959. 6p. American Automobile Association, Washington 6, D. C.

Five suggestions for parents on how to deal with the problem of teenagers who want to drive and the best answer to getting them ready—driver education.

### Fire Prevention

*Basic Facts of School Safety.* Charles N. Hagar and John Tammerlyn. 1959. 19p. The Florida Association of Insurance Agents, 514 Franklin St., Tampa 2, Fla. Free.

This pamphlet gives basic facts for school safety and actual school inspection with a plan for action including the responsibility of persons in the school plant.

*Safety Sanity and the Schools.* 1959. 12p. American Association of School Administrators, 1201 Sixteenth St., N. W., Washington 6, D. C. 25c.

A guide school officials and their staff can use with parents and community leaders to appraise the adequacy of procedures being used to insure school fire safety.

### Industrial

*Modern Safety Practices.* Russell DeReamer. 1958. 357p. John Wiley & Sons, 440 4th Ave., New York, N. Y. \$7.00.

A practical guide for safety education supervisors and safety engineers in schools and colleges. Also a recommended text for supervisory safety training.

### Rocketry

*Amateur Rocketry.* 1959. 76p. American Rocket Society, 500 Fifth Ave., New York 36, N. Y.

A delineation of the problem, a policy statement and a program for action by the American Rocket Society.

### School Crossings

*Adult Guards for School Crossings.* 1958. 16p. The Traffic Institute of Northwestern University, 1804 Hinman Ave., Evanston, Ill. 25c (Publication No. 2411)

A manual discussing the basic responsibilities and techniques involved in the duties of adult non-police crossing guards to aid police departments in selecting qualified personnel and establishing and carrying out better guard training programs.

See book review page 37



# FALLS

safety education data sheet  
number 5 (revised)

## Results of Studies on Falls

1. Falls have always been a leading cause of accidental deaths, and today are outranked only by motor vehicle accidents. More than one-fifth of all accidental deaths are due to falls. The number of non-fatal injuries due to falls is estimated at more than a million a year.

2. In each age group, falls are one of the leading types of fatal accidents. Falls lead among the types of non-motor vehicle fatal accidents in adult age groups over 45 years and outrank even motor vehicle accidents among persons 65 years or older. In fact, three-fifths of the accidental deaths among persons 65 or older result from falls.

3. Falls take more than 20,000 lives yearly, divided almost equally between males and females.

4. Deaths by falls have decreased 21 per cent from the average death-rate from falls in 1943-47 to the 1957 death-rate.

5. Almost half of the home fatalities are the result of falls. Two-thirds of all fatal falls occur at home.

6. Falls are an important cause of both industrial and farm accidental injuries. For industrial workers, falls were the second cause of all compensable work injuries, making up 18 per cent of all such injuries. For farm residents, falls caused more than one-fourth of all accidental injuries.

7. One study indicated that about two-fifths of all bicycle accidents are falls.<sup>4</sup>

8. Too few studies of accidents to teachers and other school personnel are available. The following statement comes from a study of accidents to 1,601 public school employees in California during the first six months of 1956:

"Falls or slips led to more than half of the disabling work injuries suffered by public school teachers. More teachers were injured by slipping or falling on the floor than by any other single type of accident.

"Falls or slips resulted in one out of every four lost-time work injuries to maintenance, transportation and warehouse employees."<sup>1</sup>

9. The study referred to previously of work accidents in the public schools of California found that:

"Maintenance, transportation and warehouse employees most often 'slipped or fell on stairs or on the floor.' Some of the maintenance workers were badly hurt in falls from ladders, and

"Most teachers' falls were in the classroom or corridor. In more than half of the cases, the surface was wet, littered, heavily waxed\* or otherwise unsafe. About one-fifth of the falls were on the playground while teachers were demonstrating or participating in games and sports. A number of teachers fell from desks, tables or chairs they had climbed on to reach something."

10. Studies of non-fatal accidents to school-age children indicate that falls greatly outrank all other types of accidents. According to rec-

<sup>4</sup>The expressions "heavily waxed," "highly waxed" or "freshly waxed" used in some of the quotations in this data sheet have been questioned. The National Safety Council uses the phrase "improperly waxed." See item #31 and Safety Education Data Sheet #61 "Floors in the Home" for directions on proper waxing.

ords turned in by schools to the National Safety Council, falls *at home* account for almost one-fifth of all injuries which cause one-half day's absence from school or require doctor's care.

11. In so far as is known, there is no national study of the causes of accidental falls to school-age children. A few descriptions on the Standard Accident Report are:

"running with ball, slipped on sand and fell"

"rise in floor caused him to stumble"

"hanging by her feet on jungle gym (against the rules) she fell"

"fell over feet of boy who had his feet in the way"

"running to get her coat, slipped hitting her head on clothes hook and cutting her ear"

"a second grade girl, while waiting for a bus, slipped off a snow bank into the path of an automobile"

"a high school boy fell on a highly waxed study hall floor"

"a high school boy fell when a folding chair he was standing on collapsed"

Too often the descriptions of the accident are not sufficient to plan preventive measures.

"slipped on stairs and fell four steps" (why did he slip?)

"missed step and fell" (why did he miss step?)

12. A study of fatal falls to Iowa farm people 65 years or older found the following involved,<sup>5</sup> listed in order of frequency:

Floor or rug

Stairs

On or from furniture

Ground or walk

Roofs, ladders, scaffolds

### Circumstances

13. A fall occurs when a person loses his equilibrium and falls *from* someplace, *over* something, *on* a too slippery or too adhesive surface.

14. The table shows the location of falls in the home. Outside the home some falls occur frequently in sports and play, from trees and roofs, down embankments, from windows, ladders and scaffolds, on streets, sidewalks and floors. Falls from moving cars and bicycles also occur.

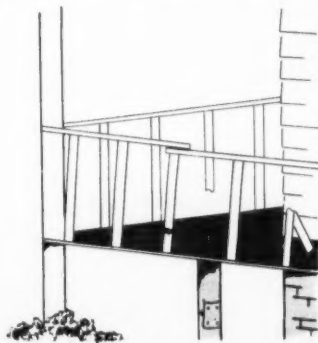
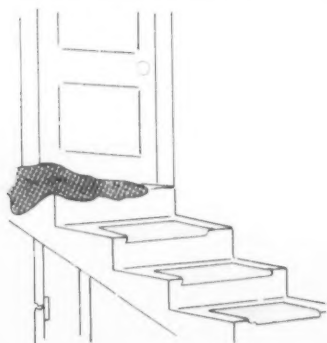
15. There is seldom one cause of a fall and there are two general types of causes which are present in almost all falls, namely: unsafe conditions and unsafe acts. Unsafe acts may further be divided into a) lack of knowledge or skill; b) emotional and physical condition.

### Unsafe Conditions

16. *Stairs:* Among stair hazards are: missing handrail, loose rug at top of stairs, door opening directly on to the stairway (a landing of not less than 30 inches in width should be provided), worn treads or covering, lack of uniformity in riser height, objects on stairs, steps coated with ice, and inadequate light. Needed stair repairs should be made promptly. All steps in a flight should be the same height and width. A white strip painted on the edge of each step, or the bottom and top step painted white, makes stairs more visible. Light switches should be provided at both top and bottom, and lights should be placed so that they illuminate all steps. Steps should be kept clear of all articles. If there are small children in the house, there should be gates at the top and bottom of the stairs.

17. *Ladders:* Defects in ladders are probably more important at home than in industry since the home owner often pays less attention to ladder maintenance. Ladders should be con-

## unsafe conditions



### Fall Information from Study on Home Accident Deaths by Manner of Injury and Location

Manner of Injury	Per Cent of Fatal Accidents		Location of Fatal Accidents Inside the House†					
	Outside House	Inside House	Bed-room	Living, Dining	Kitchen	Bath-room	Stairs	Other
<b>Total</b> .....	<b>21%</b>	<b>79%</b>	<b>526</b>	<b>155</b>	<b>145</b>	<b>50</b>	<b>57</b>	<b>67</b>
Falls .....	25%	75%	213	94	70	34	55	32
Same level .....	2%	98%	177	87	64	32	*	29
Different level .....	75%	25%	36	7	6	2	55	3

Source: Home Accident Fatality study by U. S. Public Health Service and National Safety Council.

†Figures indicate the frequency per 1,000 fatal accidents.

\*None, or less than 1 per 1,000.

structed of substantial materials, be maintained in safe condition and be suitable for the purpose used. Steps should be wide enough for secure support. A platform ladder or sturdy stepstool is recommended. A strong, straight chair or sturdy table can be safe if placed firmly on a level surface.

18. *Floors*: Falls on floors often result from objects being left lying around, furniture inconveniently placed or moved from its customary place, improperly waxed floors, worn floor covering, unanchored rugs or carpets, floors in poor repair, spilled liquids or food, and dark and obstructed passageways.

19. *Streets and Sidewalks*: Falls on streets and sidewalks are often a result of hazards, such as broken or uneven pavement, elevated manholes, open cellar doors, oily or wet sidewalks, scraps of fruit or rubbish, ice and snow.

20. *Balconies, Porches and Windows*: Balconies and porches should have a strong railing. Railings should be inspected frequently and kept in good repair. Windows in rooms occupied by small children should be securely screened or

barred. Ordinary window screens do not afford adequate protections.

21. *Automobile Seat Belts*: Seat belts of sturdy construction, correctly installed furnish the only satisfactory safeguards against falls from automobiles, both for children and adults. Although the late model cars are now equipped with a safety door lock which makes them more resistant to opening as a result of collisions, this feature is operative only when car doors are locked. Therefore, all car doors should be locked when the car is in motion.

22. *Clothing*: Well-fitting shoes which provide a firm base are helpful in preventing falls. Too long skirts, trailing sashes or belts, loose-fitting shoes, too high and narrow heels, untied shoe laces, sloppy cuffs on trousers or bluejeans are all tripping hazards. Shoes should be free from mud or grease particularly when climbing ladders.

#### Unsafe Acts: a) lack of knowledge and skill

23. Falls in such activities as skating, skiing and cycling often result from lack of skill.

turn page

## unsafe acts



24. A study in one California school<sup>3</sup> on school employee falls led to the following conclusion: "Although freshly waxed floors have been reported as the cause of a large number of falls, investigation has revealed that the inspected surfaces had a high degree of coefficient of friction. The apparent cause of the majority of these accidents was the unsafe acts of employees running or hurrying."

25. When going up or down stairways, the hand nearest the handrail should be free to grasp the rail. Objects should be carried so as not to obstruct the view of any step. Extra care should be taken going up or down stairs when wearing high heels, mules or clogs; long dresses or robes should be held up a few inches to avoid tripping on the hem.

26. Youngsters should not be allowed to sit or stand on window sills. To wash the outside of window panes above ground level is an unsafe practice for all persons and, whenever possible, windows should be washed by trained individuals who use safety belts and life lines.

27. It isn't safe to trust a railing to support the weight of the entire body. Railings should be inspected frequently and kept in good repair.

28. Youngsters can open automobile doors from the inside and should be taught not to lean on the door and not to play with the handle. In older model cars, touching the handle will automatically unlock the door. In others this is not true but regardless, children should not touch the handle while the car is in motion.

29. A beginner's climbing should be limited to equipment safely constructed, such as jungle gyms, low slides, or tree platforms solidly built with suitable stairs. Climbing should be done when equipment is dry; wet pieces are slippery. The child's hand should also be dry and free from greasy substances. In tree climbing, remember that a tree having a rough bark with live branches spaced for ease in reaching is best. Branches should be tested before entire weight is put on them.

30. Adults, as well as children, should keep floors and stairs clear. If possible, there should be adequate and conveniently located storage space for all tools, playthings and utensils.

31. When waxing floors, unless non-rub (self-polishing) wax is used, the wax should be polished thoroughly to eliminate undue slipperiness. Spilled food or liquid should be wiped up immediately. Rugs should be made slip-proof by tacking, by placing on a non-slip pad, or by a non-slip backing. A rubber mat in the bathtub, if kept scrupulously clean, and a grab rail substantially fastened to the side wall are helpful in preventing falls in the tub. Floors at store entrances should be covered with non-slip mats during wet or snowy weather. All hard surface flooring, whether waxed or unwaxed, is hazardous when wet.

32. Whenever possible, water should be cleared off porches, steps and walks before it has time to freeze. After freezing, an abrasive such as, salt or ashes sprinkled lightly over the ice helps to prevent slipping. Salt helps to melt ice, making it easier to clear off the steps or walks.

33. Skill in walking on slippery streets is a necessity in some areas of the country. One authority urges the following: "In the basic dynamic position—a slight crouch with hips, knees, and ankles flexed, the trunk and head inclined forward, the arms relaxed but slightly flexed, and the weight forward over the balls of the feet . . . the muscles are balanced and ready for powerful action . . . the feet grip the ground more securely than in the erect position . . . the center of gravity must remain over the balls of the feet or, in a forward motion, in front of them. When one foot is advanced, the trunk weight should be shifted to the leading foot before the rear foot is lifted."<sup>2</sup>

34. Motion stopped too suddenly can lead to a fall. This is noticed occasionally when a foot covering planned for slippery surfaces hits a very dry adhesive surface, stopping the feet but allowing the remainder of the body to continue in motion. This can be compensated for by slowing the walk when changing from one type of surface to another.

35. A misstep going up or down curbs can also cause a fall. Particular attention should be given in communities where there is little or no uniformity to the depth of the curbs.



In a forward fall, catch weight on a broad part of body, spread fingers wide with arms outstretched.

36. Falling safely is an art which can pay great dividends. It should be learned under the supervision of a competent physical educator who will prescribe practice on a mat. Learning to fall by reading is like learning to swim on a piano bench. However, there are five general steps to remember for a safe fall:

- a. Relax; do not stiffen up.
- b. Turn the body to permit landing on a well padded part (one side of the buttocks, or on the thigh or shoulder)—or catch weight on a broad part of the body to take up the shock (fingers spread wide apart—arms outstretched). Dropping backward into a straight sitting position can be hard on the end of the spine. Turning only slightly to the side puts the contact on the large muscles.
- c. When falling from one level to another, it is probably best to touch ground on the balls of the feet. As the feet touch the ground, bend the knees and ankles and curl the body. Attempt to put spring in parts of body by gently bending legs, hips and arms. Either stop on all fours or allow the body to roll sideward.
- d. If the drop is not too great, after the legs have been bent on contact, then straighten the legs and stand or walk forward to slow down body momentum.
- e. If falling forward or falling on hands and knees, reach out only moderately with the arms, have the fingers spread to distribute the area of contact, and let the arms give and fold in toward the body. Then fall to the side onto padded thigh or shoulder and roll if there is sufficient momentum to make you do so.

37. About one-third of all industrial ladder accidents are due to failure to secure ladders after putting them in place. Lack of nonskid bases, failure to provide for holding ladders, or failure to lash ladders at the top or bottom are among unsafe methods of placing ladders. Insecure grip on rails or rungs, lack of firm foothold, and carrying loads in one hand while ascending ladders are leading unsafe acts. In addition, standing on the top platform of a ladder is hazardous. Similar unsafe acts are

undoubtedly contributing factors in ladder accidents around the home. A portable ladder should be inclined so that the horizontal distance from the base of the ladder to the support is approximately one-fourth of the ladder length, and the top and bottom should be firmly planted and tied. It is advisable to have the ladder held at the bottom. Users of stepladders should see that the ladders are fully open and that all four feet are on firm footing before starting the climb. Standing on makeshift devices which could easily tip is an unsafe method of reaching high places. A rocking chair is especially hazardous.

#### **Unsafe Acts: b) emotional and physical conditions.**

38. Worry, fear, sorrow all could lead to accidents. At present there is very little research on the part emotions play in accidents. Although undoubtedly not effective in deep seated emotional disturbances, a conscious realization that one could be more susceptible to accidents when emotionally disturbed can serve as the danger signal and reduce such accidental falls.

39. Persons with varying types of handicaps need special environments. Grab rails are particularly helpful for the infirm, those with orthopedic or central nervous system disabilities. Grab rails can be provided near tubs or showers, by toilets, in halls or other places where the persons need help in standing or walking. Beds at "sitting height" are recommended for many; a "half rail" on an invalid's bed is generally better than the full rail as it gives the patient less feeling of being shut-in, sometimes leading him to climb over the rail with disastrous results. The half rail also serves as a grab rail in getting up. Footstools permanently attached to the invalid's bed are often safer than the detached type. In any case they should be sturdy, firm, and not likely to slip.

40. Non-slip cots for crutches and canes are a help. Inventions to aid the handicapped have greatly increased since World War II and most hospital supply stores contain a veritable wealth of new ideas for preventing falls to handicapped and infirm.

41. Decreased eyesight of occupants is another factor which should be considered in



When falling backward, never drop into a sitting position. Use feet, shoulders and slapping motion with hands.



planning a safe home. Light intensity suitable for normal vision may not be sufficient in certain cases of lack of visual acuity. Through increased lighting and paint contrast, a safer environment can be achieved. While permanent environmental changes should certainly be made for the handicapped, even the temporary disability of one of the family members should serve as notice to re-evaluate the safety of the surroundings in terms of the particular handicap. A person with suddenly decreased visual acuity, for example, could be more likely to have an accident than one who has adjusted gradually over the years. Hand rails which extend some inches beyond the top and bottom steps will help to warn persons who have defective vision that they are approaching the stairs.

42. A sympathetic understanding is essential in teaching the older person and the handicapped to use the provisions for his safety. Loss of independence is usually a great fear to these people and if they can see that their independence is tied in with their safety they may be more cooperative.

## Selected Information Sources

1. California Department of Industrial Relations. *Work Injuries in Public Schools in California*, San Francisco; 1957.
2. Howorth, Beckett, M.D. "Walking and Climbing for Safety," *Safety Education*, November, 1948. Dr. Howorth points out that one could trip and fall from the "crouch position" but slipping is unlikely if not impossible.
3. Los Angeles City Schools. *Analysis of Accidents to Pupils and Employees*, 1956.
4. Los Angeles City Schools. *Analysis of Pupil Accidents*, 1952-54.
5. National Safety Council, *Accident Facts*, 1958 edition.
6. Safe Practices Pamphlet No. 1—*Ladders* gives detailed information on the strength of ladder materials and on the construction of ladders and safe practices in use. Safety Instruction Card No. 185—*Falling Hazards*, Safety Guide No. 5—*Stepladders*, and Farm Safety Guide No. 10—*Step Stools*, also contain information concerning falls. Available for a small fee from the National Safety Council.

## Safety Education Data Sheets Available are:

#429.04	#429.04-	#429.04-
-19 Alcohol and Traffic Accidents	-52 Highway Driving, Rules, Precautions	-63 School Bus Safety: Educating Pupil Passengers
-78 Amateur Electricians, Safety for	-43 Hiking and Climbing	-73 School Bus Safety: Operating Practices
-26 Animals, Domestic	-41 Home Workshops	-67 School Dramatic Productions
-37 Animals in the Classroom	-42 Horseback Riding	-47 School Fires (Rev.)
-57 Auto Shop (Rev.), Safety in the	-62 Iceboxes and Refrigerators, Hazards of Discarded	-85 School Lunch Room, Safety in the
-66 Baby Sitting	-79 Industrial and Vocational Education Programs, Coordinating Safety in	-40 School Parties
-49 Bathroom Hazards	-70 Kites and Model Airplanes, Safety with	-83 Sheet Metal Shop, Safety in the
-1 Bicycles	-23 Laboratory Glassware	-17 Sidewalk Vehicles
-18 Camping	-7 Lifting, Carrying and Lowering	-84 Sking Safety
-14 Chemicals	-53 Machine Shop (Rev.), Safety in the	-28 Small Craft
-59 Chemistry Laboratory, Safety in the High School	-2 Matches	-71 Sports: Baseball, Safety in
-86 Cigarette Fire Hazards	-36 Motor-Driven Cycles	-77 Sports: Basketball, Safety in
-80 Counselors and Helpers in Summer Camps	-35 Motor-Vehicle Speed	-72 Sports: Football, Safety in
-6 Cutting Implements	-31 Night Driving	-75 Sports: General Practices, Safety in
-68 "Do It Yourself," Safety in	-16 Nonelectric Household Equipment	-54 Summer Jobs: laborers, home yard, service-stations
-9 Electric Equipment	-82 Office Safety	-45 Summer Jobs—Farm
-87 Electrical Shop, Safety in the	-65 Part-Time Jobs: Food Handling, Safety in	-27 Swimming
-34 Electrical Storms, Safe Conduct in	-13 Passenger Safety in Public Carriers	-15 Tools, Hand
-5 Falls (Rev.)	-10 Pedestrian Safety	-4 Toys and Play Equipment
-60 Farm Mechanics Shop (Rev.), Safety in the	-29 Play Areas	-33 Traffic Control Devices
-3 Firearms	-69 Playground Apparatus	-48 Unauthorized Play Spaces
-25 Fireworks and Blasting Caps (Rev.)	-74 Playground Surfacing	-88 Vision and the Driver
-44 Fishing, Hook and Line	-8 Poisonous Plants (Rev.)	-76 (Bad) Weather Conditions Safety in
-12 Flammable Liquids in the Home	-35 Poisonous Reptiles	-39 (Bad) Weather: Hazards, Precautions, Results
-61 Floors in the Home	-21 Poisons, Solid and Liquid	-56 Welding and Cutting Safety
-20 Gas, Cooking and Illuminating	-24 Public Assembly, Places of	-30 Winter Driving
-30 General Metals Shop, Safety in the	-31 Pupil Excursions, Safety in	-32 Winter Sports
-64 Graphic Arts Shop, Safety in the	-38 Railroad Trespassing	-58 Winter Walking (Rev.)
-81 Gun Clubs: Their Organization and Activities	-11 School Buses—Administrative Problems (Rev.)	-46 Wood Shop, Safety in the
-22 Gymnasium (Rev.), Safety in the		

Data sheets from SAFETY EDUCATION are available from the National Safety Council, 10 to 99 copies, \$.06 each. Lower prices for larger quantities. Order by stock #429.04 and the title and number of the data sheets. Complete set of data sheets—\$4.20. All prices are subject to a 10 per cent discount to N.S.C. members and schools, colleges, universities and public libraries.

September 1959

lower elementary

## safety lesson



S-1641-A

Vacation is over.

It is time for school again.

Amy has a new dress.

Jack has a new shirt and new shoes.

How will they get to school?

### How Will You Get to School?

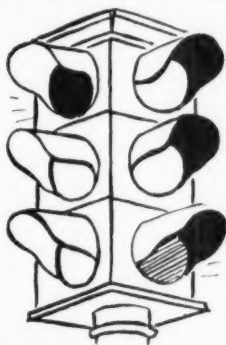
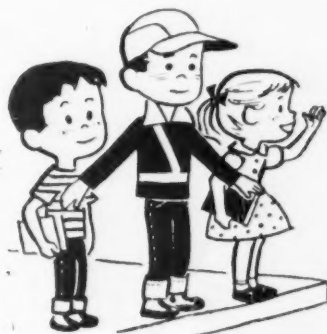
#### Will You Walk to School?

Many boys and girls walk to school.  
It is good to walk when you can.  
But you must learn to walk safely.

#### What are the rules for safe walking?

1. Walk where there are sidewalks.
2. Cross only at corners.
3. Cross where there is a guard.
4. Cross carefully. Look *all* ways.

Ask Mother or Daddy to show you the *safest* route to school. Then tell your teacher how you come to school safely.



### Crossing With the Traffic Light

Here is a picture of a traffic light.

It has three colors. Which one says you may go?

How many ways do you look before you cross?

Do you walk then, or do you run? Why?

Which color says *STOP*? Which color says *WAIT*?

Color the one which says *GO*.

Did you use the right color? Show it to your teacher.



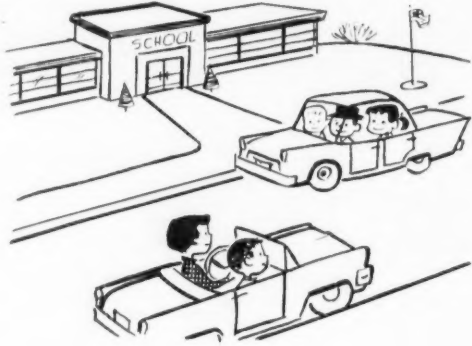
Published by the National Safety Council. Price \$28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01. Write the Council, membership department.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

## Riding to School

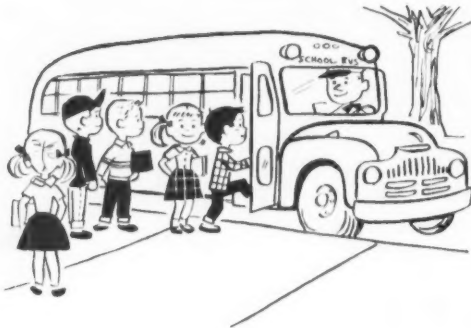
Sometimes Amy and Jack get a ride to school.  
Their mother drives them in the car.  
Their friends ride with them.  
Mother has some safety rules for the car.

1. Sit down and don't jump around.
2. Keep heads and arms inside.
3. Keep hands off the door handles.  
And most important of all—
4. *Get out on the curb side.*
5. Go to the *corner* to cross.



Look at the picture. Show where you get out.

## Here Comes the Bus



What fun it is to ride in the bus.

Everyone loves it.

We run to the door and try to be the first one in.

But Mr. Rainey, the driver, has some rules for the bus.

He says, "Line up, Boys and Girls."  
"One at a time and don't push."

"Now walk in and sit down quietly."

When the bus starts off, Mr. Rainey has some other rules:

- ★ Everyone must stay seated.
- ★ No heads or hands out the window.

- ★ When the bus stops, wait for Mr. Rainey or the teacher to tell you when to cross the street.

### A Game:

Build a bus like the one in the picture.  
Use large paper cartons or orange crates.  
Put chairs in for seats.

September 1959



S-1641-A

upper elementary

## safety lesson

### Back to School

It is September and school is beginning.  
We will be seeing old and new friends.  
We have a new room and a new teacher.  
This is a good time to review some safety rules.

#### How Do You Get to School?

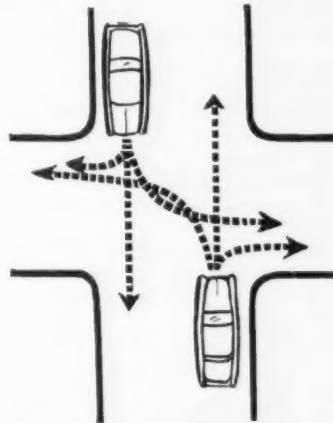
Do you follow the *safest route*?

What does the *safest route* mean?

It means:

- The route with the most sidewalks
- The route with crossing guards, traffic lights, patrols
- The route with the *least* heavy traffic.

Make a map of *your own* safest walking route to school.



How Many Ways to Look?

#### A Safe Practices Test (To and from School)

Can you pass this *safe practices test*? Write the answers; then discuss them with your teacher.

1. Walk on the \_\_\_\_\_ whenever possible.
2. Cross streets *only* at \_\_\_\_\_.
3. When crossing with the light you need to look how many ways? \_\_\_\_\_ (You may be surprised at the answer.)
4. If there is no sidewalk, walk \_\_\_\_\_ the traffic.
5. If you ride your bicycle, \_\_\_\_\_ it across all busy intersections.
6. Always ride your bicycle on the \_\_\_\_\_ side of the street.
7. You should ride (two abreast or single file) \_\_\_\_\_?
8. Never ride another \_\_\_\_\_ on your bike.
9. If you ride to school in a car, always get out on the (street side - curb side) \_\_\_\_\_.

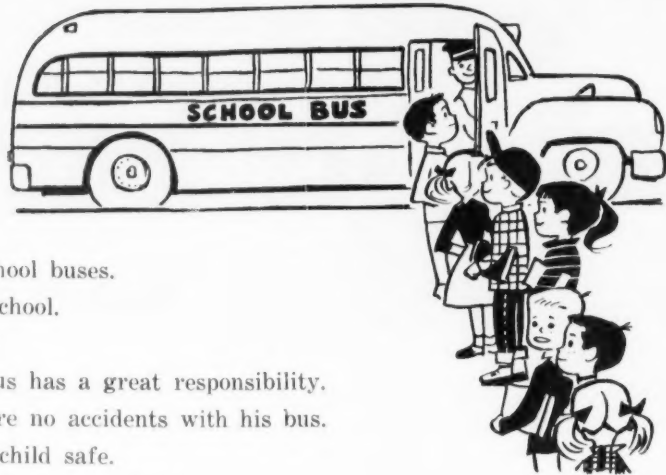
If you are not sure of your answers, visit the police station or invite an officer to come to school and discuss the answers with you.



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## Riding the School Bus



Many children ride in school buses.  
They ride to and from school.  
They go on "field trips."  
The driver of a school bus has a great responsibility.  
He must be sure there are no accidents with his bus.  
He wants to keep every child safe.  
What can boys and girls do to help him?

There are some rules that are a part of the law in some states:



A bus must not carry more passengers than the law specifies.

No automobile may pass it at either front or rear when it is stopped to load or unload.

It must have an emergency door at the rear.

This door must be opened only in an emergency.

There are still other safety rules:

- ★ Boys and girls should stay in their seats.
- ★ No one should put his hands or head out of the window.
- ★ Children should not "horse around" or be noisy.
- ★ They should not push or crowd when loading or unloading.
- ★ When they leave the bus, they must not rush across the street. They should look for traffic and wait until the street is clear.

We can help by being *friendly, thoughtful and careful*. Can you add any further rules for your school bus?

Can you finish this story?

### Keeping Me Safe

I come to school \_\_\_\_\_  
(on foot, by bus, in a car).

I need especially to watch for \_\_\_\_\_  
(Put your story on the bulletin board for others to read.)



September 1959

junior high school

## safety lesson



S-1642-A

### ★ Do You Know — That You Don't Know?

Perhaps some of you have seen the TV show starring Lloyd Bridges entitled "Sea Hunt." In case you're not familiar with the program, the main action takes place underwater where the hero, who uses an aqua-lung, explores, solves problems and fights battles. None of you would even think of attempting to accomplish some of the things seen in "Sea Hunt" without first becoming thoroughly familiar with

the use of the aqua-lung, other necessary equipment, dangers of the sea, weather conditions and many other factors. And yet, the countless potential dangers in your own home and community probably equal and even surpass those pictured in "Sea Hunt."

Are you just as ignorant about safety controls in your daily lives as you are about underwater safety controls?

### ★ Learn and Live!

The well-known saying, "Live and learn" carries an equally important message when the words are reversed. Unless you *learn*—about safety programs, safety rules, and local safety organizations—your chances of *living* an accident-free life are not as good as they could be. For example, test yourself on the following questions:

1. Does your community have a safety organization, and if so, what is its name?  
\_\_\_\_\_
2. Where can you find recommended ordinances in regard to traffic?  
\_\_\_\_\_
3. What are some of the ways the public can be educated in traffic safety?  
\_\_\_\_\_
4. How can you determine the number of policemen your community should have?  
\_\_\_\_\_
5. What are the requirements in your community for becoming a policeman or policewoman?  
\_\_\_\_\_
6. Does your police department maintain a driver record file showing information about accidents, traffic arrests and warnings?  
\_\_\_\_\_
7. What regulations or laws does your community have in regard to bicycles?  
\_\_\_\_\_
8. What is the "Annual Inventory of Traffic Safety Activities"?  
\_\_\_\_\_



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Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, University of Florida, Gainesville, Florida.

## ★ Back the Attack!

The above questions are taken from a series of lessons pertaining to the "Back the Attack" program against traffic accidents. This program was initiated in 1956 by the National Safety Council and was heartily endorsed by President Eisenhower, state governors, and other leaders.

In order to learn more about your community and to improve your safety program, read the series of *Back the Attack* lesson units in *SAFETY EDUCATION* magazine, beginning in the February, 1957 issue. Through this reading you should get an overall view of the traffic safety program for

a class discussion. If your school library does not have these back issues, check with your local public library, local or state safety council, or police or traffic officials.

## ★ Be Safe at Home

The second most prevalent place for accidents is in the home. Ordinarily, you might think that home is the safest place in the world. This might be one of the reasons why so many people get hurt each year in home accidents—they are relaxed and become careless.

## ★ Here's Proof — That You DON'T Know!

Some people say that the main reason they don't do the right thing in an emergency is because of strain, tension, excitement and lack of training. This isn't always true. See if you know, in the safety and comfort of your classroom, what is the correct action to take in each of the following situations. Remember, in each case you can either save or lose a life.

Directions: A. Mark *true* or *false* in the space provided.

B. Give the reason for your answer in each case.

1. If a dog has rabies and bites you on the leg, you should *rush* immediately to the hospital for treatment. A \_\_\_\_\_ B \_\_\_\_\_

2. High voltage wires may be handled safely if you wear rubber gloves. A \_\_\_\_\_ B \_\_\_\_\_

3. If you cut an artery in your arm with a knife, the safest thing to do is to apply a tourniquet—loosening the tourniquet every 45 minutes. A \_\_\_\_\_ B \_\_\_\_\_

4. Always paint a wooden ladder to preserve the wood, thereby keeping it in a safe condition. A \_\_\_\_\_ B \_\_\_\_\_

5. If you get frostbitten, rub the affected area with snow. A \_\_\_\_\_ B \_\_\_\_\_

6. If you are bitten on the leg by a rattlesnake, don't suck the poison out with

your mouth because you may have a scratch or a blister which will allow the poison to enter your blood stream. A \_\_\_\_\_ B \_\_\_\_\_

7. It is safer to use an axe with a dull edge than one with a sharp edge. A \_\_\_\_\_ B \_\_\_\_\_

8. If you are traveling in your car and a violent thunder storm develops—with lightning striking all around you—you should leave your car and seek a safer shelter. A \_\_\_\_\_ B \_\_\_\_\_

9. The best way to avoid being trapped by flames while sleeping, is to leave your bedroom door wide open. A \_\_\_\_\_ B \_\_\_\_\_

10. If you get lost in a severe snow-storm while hunting, the safest thing to do is to keep moving. A \_\_\_\_\_ B \_\_\_\_\_

## ANSWERS

Ordinarily you have six hours before you'll be in real danger. 7. Dull axes cause more work—thereby more fatigue—thereby weakening metal frame of the car intercepts lightning, and the rubber tires act as insulators. Stay in your car—don't touch any metal—keep windows closed. 9. Heat rises. Heated air—up to 1,000 degrees—and combustion gases can asphyxiate you before you awaken. 10. Find the best shelter you can—remain still—sleep if you can to conserve energy. Admire war-during will exhaust you and cause you to get wet with perspiration—then you drop exhausted with wet clothes.

All 10 statements are false. Surprised? Here are the reasons: 1. Rabies require more than 10 days to develop in a human being—don't harm yourself by speeding to a hospital. Get treatment—but take your time. 2. Ordinary rubber gloves will not insulate you against high voltage. 3. A tourniquet shuts off the blood supply, and gangrene may set in—after only 15 minutes! Use a large compress—it's safer. 4. A painted ladder is slippery when wet, and paint hides wood defects. 5. Rubbing the affected areas may cause gangrene to develop. Warm the areas gently by covering them with the hand. 6. The poison is already in your bloodstream. Remain calm—don't run.

September 1959

senior high school

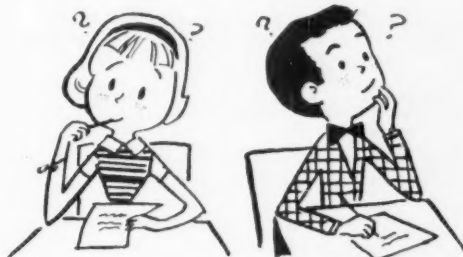
# safety lesson



S-1642-A

While the old axiom, "live and learn" is good advice, it is only logical that the converse is true—you must learn in order to live. This is true especially in today's world of hustle and bustle and scientific advancement. In the accident fatality table shown below, you should be able to get an idea of whether or not people *learned*—and as a result, *lived*. Study the table carefully and provide the following information:

1. Fill in the blanks in the table indicating the per cent change (to the nearest whole number) in each case.
2. Why don't the figures for the four major types of accidents equal the *all accidents* figure?
3. In what two areas did decreases in fatalities take place?
4. What factor should be considered in interpreting your per cent answers in regard to the increase or decrease of fatal accidents?



**Answers:**  
the per cent figures.  
ment is actually more than indicated by  
travel and homes. Therefore, the improve-  
such as: increase in population, cars,  
crease in accident potential for 1957—  
and Work. 4. There was an overall in-  
at the bottom of the table. 3. Motor vehicle  
58). 5. —5, —4, —6, —4, —6, —2. See "Note"  
1. (1956-57), +1, —2, +9, 0, —1; (1957-

## National Accident Fatality Toll

	1956	1957	% Change	1957	1958	% Change
All Accidents .....	94,780	95,307	—	95,307	91,000	—
Motor vehicle .....	39,628	38,702	—	38,702	37,000	—
Public non-motor-vehicle ..	16,000	17,500	—	17,500	16,000	—
Home .....	28,000	28,000	—	28,000	27,000	—
Work .....	14,300	14,200	—	14,200	13,000	—

Note: The motor-vehicle totals include some deaths also included in work and home. The duplication amounted to about 3,200 in 1957 and 3,300 in 1956. All figures are National Safety Council estimates, except the 1956 and 1957 all accident and motor vehicle totals, which are from the National Office of Vital Statistics.



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## How Can You Learn?

Although the National Safety Council has always been interested in the overall safety problem, the rapidly rising motor vehicle accident rate caused the Council to place special emphasis on decreasing traffic accidents. In 1956 the Council initiated a "Back the Attack" program to cut down on traffic accidents. President Eisenhower, various state governors, and leading citizens throughout the country supported the program. People were made aware of the traffic accident problem, and were given information on how to develop safety programs. People began to *learn more*—and as a result, *more people lived*. Refer to the table on the first page of this lesson for proof.

To learn more about your community and to improve your safety program, read the series of *Back the Attack* lesson units in *SAFETY EDUCATION Magazine*, beginning in the February, 1957 issue. Through this reading you should get an overall view of the traffic safety program for a class discussion. If your school library does not have these back issues, check with your local public library, local or state safety council, police or traffic officials. Help back the attack by following these directions:

1. After gaining a good picture of the "Back the Attack" program, discuss briefly the areas covered by the seven lesson units and then divide the class into seven groups—each group reading, discussing, analyzing and searching for the information called for by the unit the group selected.

2. Each group should set up a time schedule of work—and a tentative deadline for completion.

3. Each group should report its findings to the class and its recommendations for action.

4. Through class discussion, develop a "master list" of recommendations.

5. A copy of the "master list" of recommendations together with a story of the research and study accomplished should be sent to:

- a. The local and school newspapers
- b. The police department

c. The local safety council

d. The county judge

e. The school librarian to file in the library

## Words of Advice

To carry out the above, consider the following suggestions:

a. Be accurate in your research and in recording your findings

b. Write clearly and concisely

c. Analyze your findings thoroughly so you have good supporting evidence for your recommendations

d. State your recommendations clearly and specifically

If you complete the above you will *learn* and, therefore, have a better chance of *living* an accident-free life.

## Don't Neglect Your Home

You have learned by now that the second most prevalent type of accident is the home accident. This should have a special meaning for you because you and the people you love most are directly involved. The National Safety Council has a "Home Safety Checklist" and a "Home Safety Inventory." The material on home safety is based on data concerning home safety programs and activities throughout the nation.

Plan your own home safety programs for the coming year, pool your efforts as a class to make your community home-safety-conscious. Some of your projects might include:

a. A weekly or daily column in your local newspaper emphasizing home safety. (You should prepare at least five sample columns to show to the editor when you approach him with this idea.)

b. If you have art talent in your class, a weekly or daily cartoon can be added to the above project, or can be a project by itself. (Again, have sample cartoons ready to show to the editor.)

c. A display in a local store window can be arranged showing home hazards that should be eliminated. This display can be changed each week.

d. Make up a clean-up chart for your own home and then carry out the actual clean-up and report back on possible accidents which you prevented by good housekeeping.

## Book Review

Nuclear Science in the Classroom, Bulletin No. 362, Department of Public Instruction, Lansing, Mich., 1957.

This booklet, produced by the Department in cooperation with the U. S. Office of Education, is a significant statement developed by 32 science teachers and many consultants in a series of workshops. It is significant in helping responsible school officials see the many complexities of modern science instruction.

Primarily the project was to help Michigan schools keep abreast of scientific developments, learn techniques of scientific instrument use, aid in the total defense effort, and lastly, and of most importance to safety people, to "consider better approaches for teaching youth and adults to act intelligently and to make decisions about atomic hazards."

The section entitled "Nuclear Weapons Effects" is especially helpful to teachers and administrators who from now on will have increasing responsibility for the safe storage and use of nuclear materials. Experiments and demonstrations include:

- 1) Demonstration of radioactive fallout from a simulated atomic explosion.
- 2) A trap for radioactive fallout detection.
- 3) Building a Geiger counter, and several other teacher-student activities in the study of nuclear hazards and protection planning.

It is a stimulating experience to read about these ingenious investigations of scientific principles by gifted students and teachers.

C. A. French  
Staff Curriculum Consultant

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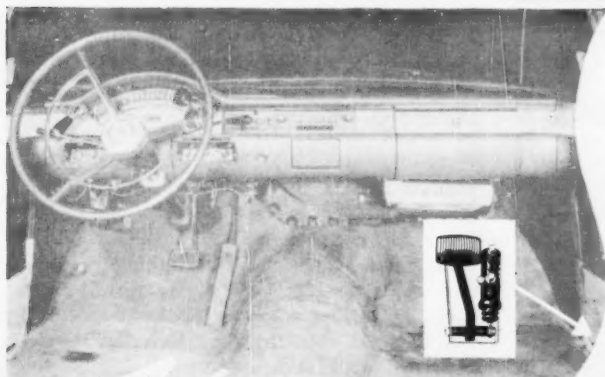
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  - Fast delivery—shipments made same day order is received.
1. Give make, model and year of car.
  2. Indicate whether standard or automatic transmission.
  3. Number of units required.
  4. Enclose check for full payment, or school purchase order. Automatic transmission, \$25.00; standard transmission, \$30.00. Shipments by Railway Express, F.O.B. Detroit unless otherwise requested. (3% sales tax for Michigan purchases.)

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### BOND SAFETY PROJECTS

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## Time to Impress

from page 3

of this tiny dog, there were lessons galore in safety. Nobody had to say specifically that the moral of the death of the pup involved children. This is understood. The greatest difficulty is in causing this moral to stick under appropriate circumstances. As adults we have all been too familiar with the slow-down process that begins in most cases about an hour later in the life of the average adult. The acceptance of speed limits, the usual rules of the road, adhering to the buddy system in swimming, the acceptance of dangerous dares, all these things are important.

Under no circumstances do we want fear to operate in such a way that youngsters are led to be continually cautious about everything. This in itself is a dangerous attitude. On the other hand, show-off recklessness is something we must stamp out as an unnecessary hazard. At the same time, if our way of life is correct, we must place each person in charge of himself and must, within the frame of reference of the rules of the game, give the individual the right of choice. Unfortunately, this right of choice often involves disaster, sorrow on the part of parents, other relatives, and friends, but the choice must be made by the individual; otherwise, we reduce our civilization to a putty-like consistency which is unworthy of creative action. The dilemma, therefore, in which safety places us in the development of attitudes is a considerable one. As curriculum makers, we must make the choice between blatant disregard of the rules of the game and such caution that no action of any considerable value results. Nothing has been said about the placement of the various safety topics in various grades. Nor about the manifold means of inducing a feel for safety through bulletin boards, agencies, automobile clubs and other appropriate community devices. What has been emphasized is that a reasonable regard for safety should permeate every activity in the curriculum, whether in the chemical lab, the shop, the classroom, the playground, the swimming pool and the like. Certainly, the teacher must keep in mind the specific outline in order to be sensitive to "leads" as they are presented in dramatic form. It has been indicated also, at least by implication, that the whole community must become coordinate in safety development and that if indeed school and community work hand in hand, a feeling for and an appreciation of safety will become part of our culture. Let's go on from here!

SAFETY EDUCATION

# Ferret out the failings

from page 7

**Follow-up.** Inspection reports which lie dormant can destroy the effectiveness of the inspection program. As a general practice, if there is a safety committee, hazards detected during an inspection should be reviewed at the subsequent meeting and recommendations carried to the administrative officer of the college.

Departments and individuals praised in the report should be commended individually, preferably by letter over the signature of the college president.

Subsequent inspections should determine whether corrective action has been taken and reports should be forwarded for administrative attention. Reasons for failure to take remedial action should be explained by those responsible.

In certain circumstances there will be some

conditions which will require a more speedy follow-up. These may include:

1. Hazards considered so serious that they could result in loss of life, severe injury or destruction of property unless immediate action is taken.

2. The possibility that unsafe acts or conditions can exist in other locations requiring immediate inspections.

3. Conditions or practices requiring the advice and assistance of specialists before they can be solved, or for technical advice on cost estimates.

When the above conditions are found, inform the head of the department or division and recommend action. This should be done on a separate, written report. In reverse sequence, a deadline date should be established to determine whether corrective action has been taken, and if not, why.

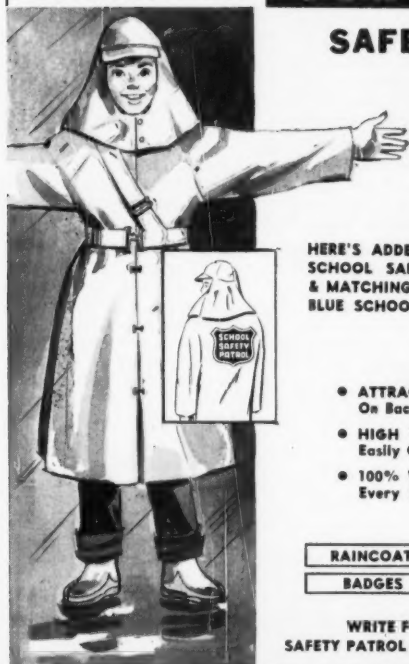
**Summary.** Safety inspections are one of the principal means of locating causes of potential accidents. If work practices and conditions are watched constantly, unsafe practices and conditions will be revealed, and then can be corrected before they cause injuries●

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Decatur, Ill.—Concerning fire drills, do you recommend the use of smoke devices as a technique to drill students on a blocked exit situation? If you do, what are some of these smoke devices that would be considered suitable?

—Jack Allen, coordinator, Safety,  
Physical Education and Athletics,  
Decatur Public Schools

*Although youngsters need the seriousness of fire exit drills emphasized, there is a majority of opinion here that the use of smoke creating devices might result in panic, property damage or other calamitous circumstances. For instance: 1) a passerby might see the smoke and turn in a box alarm, 2) panic might grip students when suddenly confronted by unexpected smoke, 3) certain smoke producers, such as titanium tetrachloride would be corrosive and toxic; others would smudge, and 4) carbon dioxide, least harmful, could be dangerous in a confined area, since it reduces oxygen in the area considerable. It might be feasible to use symbolic techniques such as a flame poster to block the exit. In any event, check with local fire authorities to get their opinions on the subject.*

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Supervision

Louisville, Ky.—Dr. Vivian Weedon certainly gave us food for thought in answering the question, "Why Teach Safety in our Schools?" in the May issue. I think every teacher and administrator should read it.

Bertha Trunell, principal  
Kenwood Elementary School

Albany, N. Y.—It is excellent and certainly in agreement with our basic philosophy. I feel there ought to be more such articles in SAFETY EDUCATION in order to raise our sights.

Mary B. Rappaport, supervisor  
State Education Department

Raleigh, N. C.—The fine article, "Why Teach Safety in our Schools?" was very timely.

John C. Noe, advisor, safety education,  
N. C. Department of Public Instruction

Albany, N. Y.—We found the article, "Are Collegians Immune to Fire?" (May) very timely and interesting.

James F. Nihan  
director of safety education  
State University of New York

Washington, D. C.—The article on college fires is indeed excellent and I am referring it to our staff liaison for the Committee on School Buildings. I might add that the entire issue is excellent and I hope it is used throughout our school systems. If that is accomplished, the statistics on loss of life and accidents should be greatly lowered.

Edmund R. Purves  
executive director  
The American Institute of Architects

Phoenix, Ariz.—There is a growing philosophy among national and local safety education, engineering, enforcement and lay leaders that embodies the following basic beliefs:

1. Any protection without education is *not* really any safety at all, but merely protection.

2. The thinking which allows any patrol boy, adult guard, policeman or other "crutch" to act as the "eyes and ears" or another human of any age is a potential killer, at some other time or place.

3. Any event which encourages a competitive spirit with the automobile (irregardless of supervision) is denounced by the AAA, National Association of Chiefs of Police and every committee (we think) of the National Safety Council.

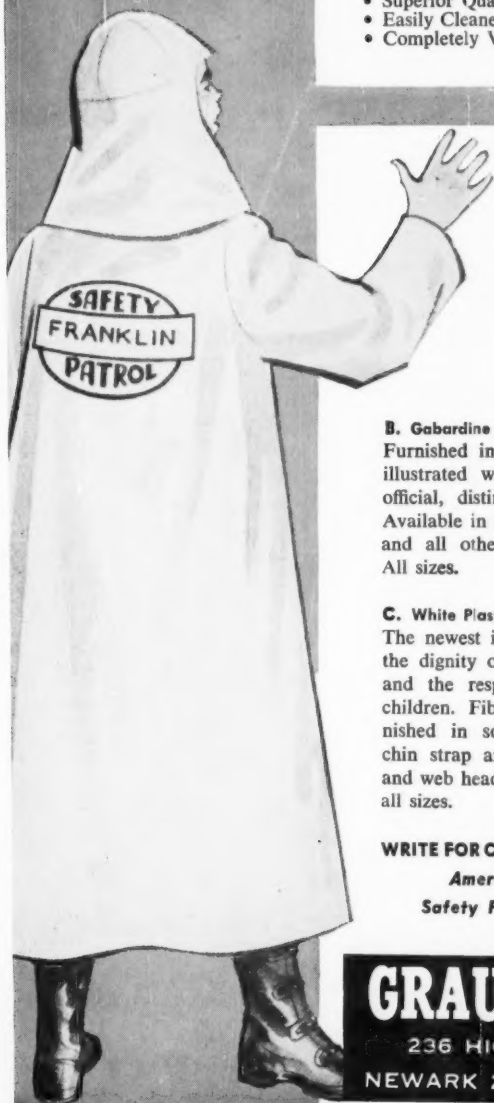
It is felt that pages 20 and 21 of the March 1959 issue of SAFETY EDUCATION Magazine, and pages 4, 5 and 6 of the April issue are typical (almost monthly) examples of why we cannot wholeheartedly endorse and distribute this magazine as it is intended.

We hope that it may be possible that someone who understands consistency in safety concepts be made responsible for preventing more harmful "gimmicks" such as these from diluting the value of an otherwise very fine magazine.

Scotty Wallace, manager  
Maricopa Safety Council  
William Ridgeway, chairman  
Creighton School District Safety Council  
U. Hale Gammill, safety director  
Creighton District  
Raymond C. Emery, curriculum director,  
Phoenix Union High  
Schools and College District

*Ed note: These writers have agreed to elaborate on their philosophy in an article for SAFETY EDUCATION Magazine.*

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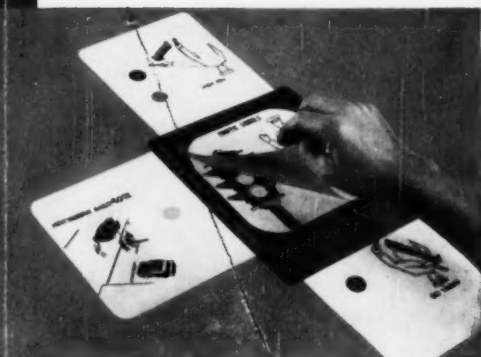
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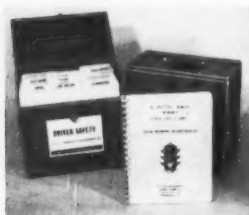
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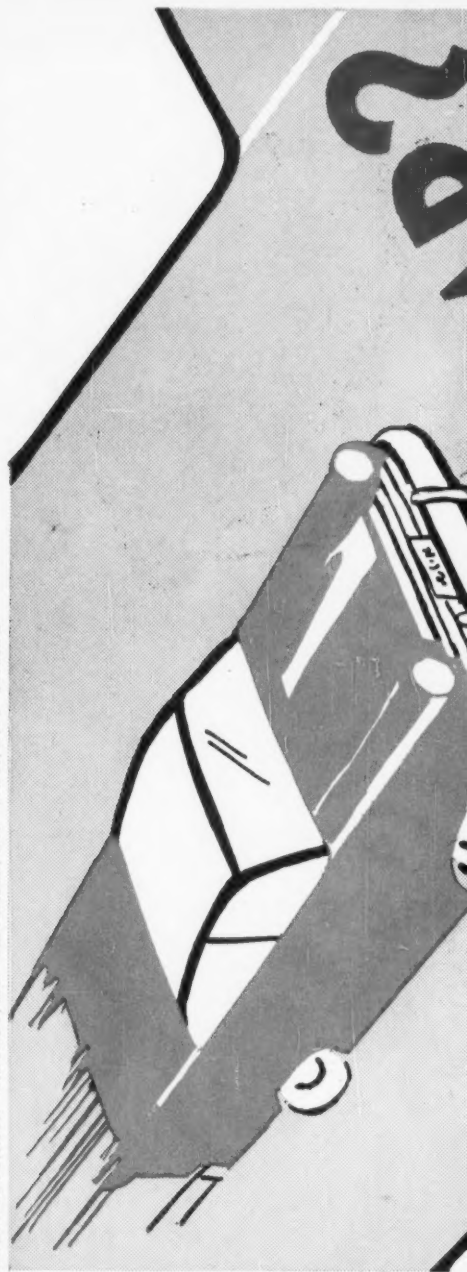
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